



the chicago
cluster of
theological
schools

Bethany Theological Seminary
Catholic Theological Union
Chicago Theological Seminary
DeAndreis Institute of Theology
Jesuit School of Theology in Chicago
Lutheran School of Theology at Chicago
McCormick Theological Seminary
Meadville/Lombard Theological School
Northern Baptist Theological Seminary

ANNOUNCEMENTS

1976-1977

1976-1977

September 13-15	Cluster Field Education Conference
September 20-24	Orientation and Registration
September 27	Classes Begin
October 23	Cluster Field Education Conference
November 8-12	Registration for Winter Quarter
November 25-28	Thanksgiving Recess
December 10	Fall Quarter Ends
December 11 - January 2, 1977	Christmas Recess

January 3, 1977	Classes Begin (Late Registration)
January 24-25	Cluster Field Education Conference
February 7-11	Registration for Spring Quarter
March 18	Winter Quarter Ends
March 19-27	Spring Recess

March 27-April 2	Cluster World Mission Institute
March 28	Classes Begin (Late Registration)
April 15-17	Easter Recess
June 3	Spring Quarter Ends (BTS, CTU, DIT, JSTC, MTS, NBTS)
June 8	Spring Quarter Ends (LSTC)
June 10	Spring Quarter Ends (CTS, M/L)

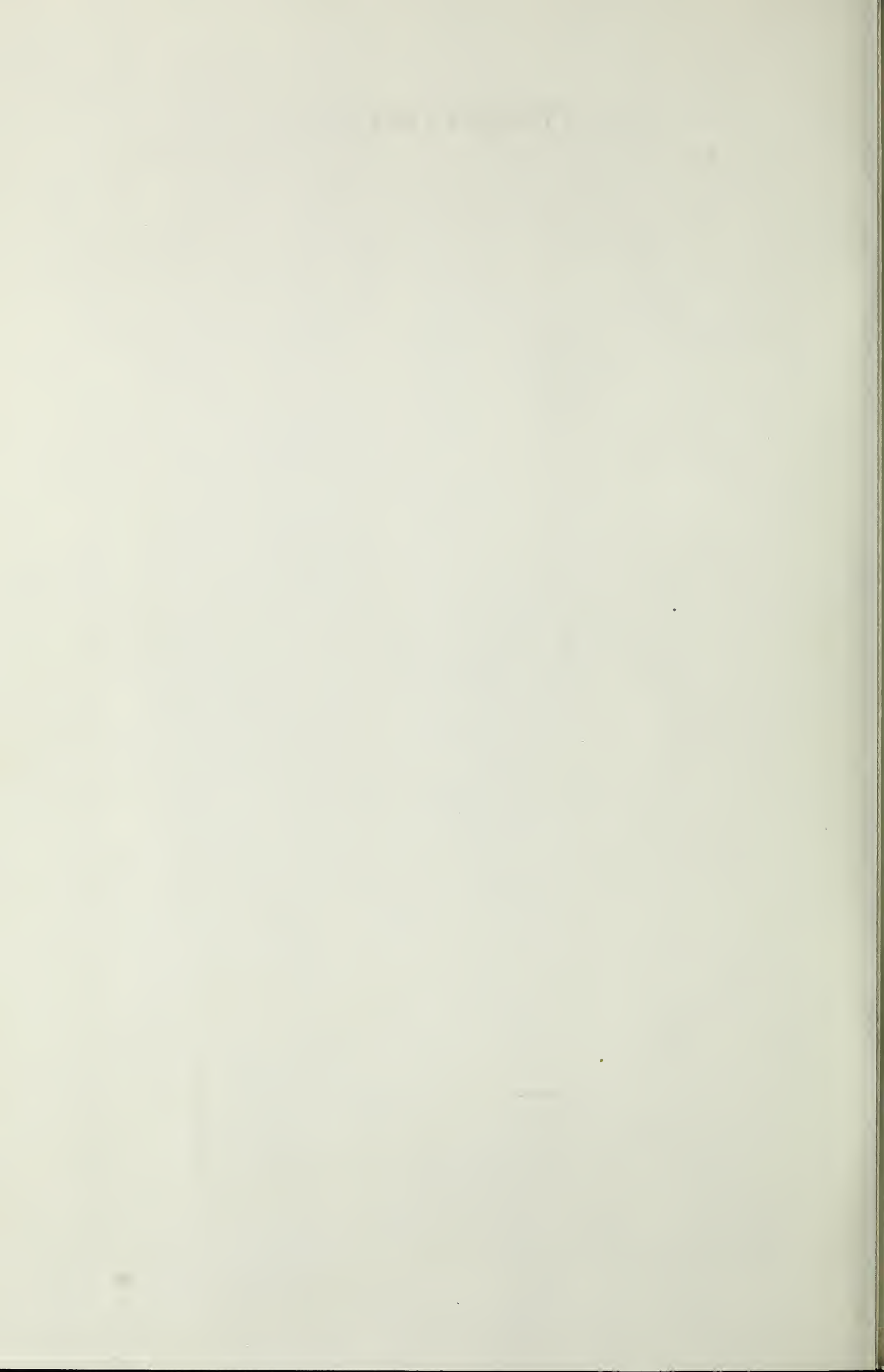
1976

1977

JANUARY							FEBRUARY							MARCH							APRIL							JANUARY							FEBRUARY							MARCH							APRIL									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
-	-	-	-	1	2	3	1	2	3	4	5	6	7	-	1	2	3	4	5	6	-	-	-	-	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
18	19	20	21	22	23	24	22	23	24	25	26	27	28	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-				
25	26	27	28	29	30	31	29	30	-	-	-	-	-	28	29	30	31	-	-	-	25	26	27	28	29	30	31	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MAY							JUNE							JULY							AUGUST							MAY							JUNE							JULY							AUGUST									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
-	-	-	-	-	-	1	-	-	1	2	3	4	5	-	-	-	-	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	16	17	18	19	20	21	22	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-			
23	24	25	26	27	28	29	27	28	29	30	-	-	-	25	26	27	28	29	30	31	23	24	25	26	27	28	29	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
30	31	-	-	-	-	-	30	31	-	-	-	-	-	29	30	31	-	-	-	29	30	31	-	-	-	-	-	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
-	-	-	-	1	2	3	-	-	-	-	-	1	2	-	1	2	3	4	5	6	-	-	-	-	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-			
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
19	20	21	22	23	24	25	17	18	19	20	21	22	23	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
26	27	28	29	30	-	-	24	25	26	27	28	29	30	21	22	23	24	25	26	27	18	19	20	21	22	23	24	25	26	27	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
-	-	-	-	-	-	-	31	-	-	-	-	-	-	30	31	-	-	-	-	28	29	30	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

TABLE OF CONTENTS

Foreword	3
Cluster Institutions	5
Cluster Areas of Concentration	12
Personal Transformation	14
Social Transformation	16
Celebration	18
Cross-Cultural Communication	20
Interpretation and Communication: Teaching	23
Interpretation and Communication: Preaching	26
Cluster Courses of Cooperative Instruction	28
Cluster Day Courses	34
Cluster Black Studies	37
Cluster Women's Issues	40
Cluster Latino Studies	43
Courses of Study	45
Biblical Studies	46
Old Testament	46
New Testament	50
Biblical Languages	55
Judaic Studies	56
Historical Studies	57
Theological Studies	63
Ethical Studies	76
World Mission Studies	80
Ministry Studies	83
Nature and Functions of Ministry	83
Pastoral Care and Spiritual Direction	84
Liturgy and Worship	89
Preaching and Communication	91
Religious Education	93
Organization and Administration	95
Church and Community	96
Canon Law	97
Supervised Ministry	97
Interdisciplinary/Integrative Studies	101
Cluster Personnel	104
Faculty and Executive Officers	104
Librarians	119
Announcements	121
Cluster Library Services	121
Cluster World Mission Institute	122
Cluster Theological Language Courses	123
Center for Advanced Study in Religion and Science	123
Center for Studies in Religious Education	125
Institute on the Church in Urban-Industrial Society	126
Chicago Theological Institute	129
Chicago Area Colleges and Universities	129



FOREWORD

The nine member institutions of the Chicago Cluster of Theological Schools continue to forge and strengthen bonds of interdependence as they prepare persons for pastoral and prophetic ministries to the tragic and heroic dimensions of contemporary existence in the light of Judeo-Christian faith. Such interdependence manifests itself in a variety of exciting and rewarding possibilities for theological education in a setting in which the resources of one of the world's great metropolitan areas are creatively brought to bear upon urban, suburban, and rural ministries.

Cooperative ventures designed to enhance the personal and professional growth of students are fostered through a variety of structures and processes.

All Cluster schools extend reciprocal tuition-free cross-registration privileges for course work and, in certain instances, supervised ministry placements — a privilege which almost one thousand students exercised last year. Cross-registration within Cluster schools is facilitated by common academic calendars, class schedules, and "Cluster Day" courses whose weekly sessions rotate from campus to campus in order to be more easily accessible to students in all Cluster schools. Most Cluster students also have access to such cross-registration privileges at five additional seminaries which comprise the Chicago Theological Institute.

Cluster schools are taking their most significant common strides to date in advanced professional education by launching a cooperatively-resourced Doctor of Ministry program in Pastoral Care. Requiring a year's residency, the degree is offered through "in-ministry" and "in-sequence" tracks for both full- and part-time students. Its common components include (1) a year-long core seminar team-taught by faculty from participating schools, and (2) year-long practica in institutions affording opportunity for specialization related to each of the following: marriage and family, individuals (psychoanalytic and human potential approaches), older persons, alcoholics, minorities, congregations, community medicine, community mental health, and Clinical Pastoral Education. (A similar design is also under consideration for a cooperatively-resourced D. Min. program in Campus Ministry.)

The Cluster's ongoing determination to increase curricular and faculty resources for Blacks and women is being vitally complemented by the development of new resources for Latinos and others who will serve in Spanish-speaking settings. This broadened concern will enrich, and be enriched by, the Cluster's outstanding resources in cross-cultural and global dimensions of mission.

The Cluster's unique, intensive, interdisciplinary and interconfessional Areas of Concentration will be expanded this year to include a sixth focus of professional expertise, Interpretation and Communication: Preaching. Moreover, building on accomplishments realized through its initial field education supervision conference last year, the Cluster is currently sponsoring three training events to enhance supervised ministry involvements of students, faculty, clergy and laity.

While the deepening commitment of Cluster schools to common ventures of growing significance is reflected in these and other program advances, such commitment is also importantly symbolized by the recent appointment of Frederick K. Wentz as Executive Director of the Cluster. Through Dr. Wentz's creative leadership the Cluster confidently anticipates that its member schools will continue to be challenged and enabled to join strength with strength in new and increasingly effective ways of serving the church and the world.

Donald F. Williams
Director of Academic Affairs

THE HISTORY OF THE



OF THE

REIGN OF

CHARLES

THE FIRST

OF GREAT

BRITAIN

AND

OF IRELAND

CLUSTER INSTITUTIONS

CHICAGO CLUSTER OF THEOLOGICAL SCHOOLS

The Chicago Cluster of Theological Schools is an ecumenical association of six Protestant and three Roman Catholic seminaries. While preserving their legal autonomy and denominational integrity, the schools espouse common commitments to provide graduate professional education of the highest order in equipping men and women for leadership as ministers, priests, and laypersons in serving the world and the church.

Such common commitments involve educational, theological, and financial purposes. Educationally, the Cluster reflects the purpose of its member schools to maximize the scope and depth of excellence in theological preparation made possible by the coordinated sharing and development of resources such as faculties, libraries, auxiliary services, physical plants, and funds for new and ongoing programs. Theologically, the Cluster reflects the purpose of its member schools to prepare leaders whose identities are both rooted in their respective confessional and ecclesial traditions and informed by appreciation of the richness of ecumenical and interfaith perceptions of divine concern for the world. Financially, the Cluster reflects the purpose of its member schools to obtain the best educational return on the investment of funds entrusted to their stewardship by realizing fiscal economies through consolidated institutional purchasing and through coordinated elimination of unnecessary duplication of resources.

The Cluster was organized in 1970 and incorporated as a not-for-profit corporation in 1971. Of its eight founding institutions, five Protestant schools represented a corresponding number of denominations and three Roman Catholic schools represented or officially served eight religious communities and one diocese. Since the Cluster's formation, these founding schools have officially been joined by nine additional Roman Catholic religious communities and by another Protestant seminary. Jewish presence and studies have been provided during these years through cooperating institutions.

Six of the nine member schools are grouped closely together on the south side of Chicago adjacent to the University of Chicago. Two are located on contiguous campuses in west suburban Oak Brook, and one is situated in the southwest suburb of Lemont.

The Cluster's diverse and extensive networks of resources for theological education are unparalleled in the Midwest and are among the most outstanding in North America. The nine Cluster schools offer a variety of academic and professional degrees at the master's and doctoral levels, and programs of continuing education for clergy and laity. The almost 1,400 Cluster students have access to resources such as those represented by 175 faculty (of whom 130 are full-time), including 7 Blacks and 18 women; more than 450 courses annually; library collections of some 775,000 volumes and 1,600 currently-received periodicals; contemporary electronic media equipment (including portable and studio video capabilities) and modern language lab facilities; and three centers for specialized research and ministry dealing, respectively, with religion and science, religious education, and the church and urban-industrial society.

Beyond the resources of the Cluster are those of six other Chicago-area theological schools upon which Cluster students may draw, together with the vast resources of numerous institutions of higher learning and innumerable organizations and agencies of a religious, humanitarian, cultural or scientific character in and about the metropolitan environs.

Cluster Common Council

Officers

Chairman	To be elected
Vice-Chairman	To be elected
Treasurer	Donald S. Hasty, McCormick Theological Seminary
Secretary	Frederick K. Wentz, Chicago Cluster of Theological Schools

Representatives of Member Institutions

Bethany Theological Seminary	Warren F. Groff, Graydon F. Snyder
Catholic Theological Union	Alcuin Coyle, O.F.M., Gilbert Ostdiek, O.F.M.
Chicago Theological Seminary	C. Shelby Rooks, Perry D. LeFevre
DeAndreis Institute of Theology	Anthony J. Falanga, C.M., James A. Fischer, C.M.
Jesuit School of Theology in Chicago	James Hennesey, S.J., William G. Guindon, S.J.
Lutheran School of Theology at Chicago	Walter F. Wolbrecht, Wesley J. Fuerst
McCormick Theological Seminary	Jack L. Stotts, Lewis S. Mudge
Meadville/Lombard Theological School	John C. Godbey
Northern Baptist Theological Seminary	William R. Myers, Robert P. Meye

Representative of Business Managers

Edmond S. DesForges
(Lutheran School of Theology at Chicago and
Meadville/Lombard Theological School)

Cluster Administrative Officers

(See below)

Cluster Administrative Officers and Staff

Executive Director	Frederick K. Wentz
Director of Academic Affairs	Donald F. Williams
Library Coordinator	Albert E. Hurd
Black Studies Coordinator	Albert P. Pero, Jr.
Women's Issues Coordinator	To be Named
International Programs Coordinator	Marjorie J. Thompson
Student Affairs Coordinator	Frederick H. Breitfeld
Cooperative Purchasing Coordinator	Bertil G. Erikson
Data Processing Manager	Henry W. Dahlberg
Secretary	Nancy D. Schroeder

Cluster Faculty and Staff Convenors

Old Testament	Reidar B. Bjornard, Northern Baptist Theological Seminary
New Testament	Robert Karris, O.F.M., Catholic Theological Union
Church History	Theodore C. Ross, S.J., Jesuit School of Theology in Chicago
Theology	John E. Burkhart, McCormick Theological Seminary
Ethics	James F. Bresnahan, S.J., Jesuit School of Theology in Chicago
World Mission	Roger D. Haight, S.J., Jesuit School of Theology in Chicago
Pastoral Care	Arthur L. Foster, Chicago Theological Seminary
Liturgy and Worship	James K. Serrick, S.J., Jesuit School of Theology in Chicago
Preaching and Communication	Axel C. Kildegaard, Lutheran School of Theology at Chicago
Religious Education	E. Alfred Jenkins, Northern Baptist Theological Seminary
Supervised Ministry	Lynn R. Buzzard, Northern Baptist Theological Seminary
Continuing Education	Barbara B. Zikmund, Chicago Theological Seminary
Librarians	Neil W. Gerdes, Meadville Lombard Theological School
Business Managers	Edmond S. DesForges, Lutheran School of Theology at Chicago and Meadville/Lombard Theological School
Development Directors	Bernard J. McCue, Catholic Theological Union

BETHANY THEOLOGICAL SEMINARY

Bethany education is shaped by Church of the Brethren concerns in such areas as peace, discipleship, and servanthood. It seeks to provide a community of scholarship and faith where insistence upon academic excellence is balanced by concern for personal growth. Curricular design includes colloquium groupings oriented toward integration of heritage and ministerial competencies.



President

Warren F. Groff

Dean

Graydon F. Snyder

Administrative Assistant to the

President and the Dean, Registrar

Carole E. Loats

Treasurer and Business Manager

John A. Eichelberger

Degree Programs:

Time Beyond A.B.

Name of Degree

Normally Required

M.A.Th.

2 years

M.Div.

3 years

D.Min. (3 years in ministry prerequisite)

9 years

Butterfield and Meyers Roads

Oak Brook, Illinois 60521

(312) 620-2200

CATHOLIC THEOLOGICAL UNION

A collaborative school serving fifteen religious orders, founded to promote diverse theological and ministerial traditions within the Roman Catholic Church. Emphasis on preparation for ministry, hence flexible academic pattern augmented by strong field education program. Other special features: fully individualized M.A. program; World Mission Program designed to prepare American and foreign students to minister in other cultures. Programs open to all serious students, men and women.

President

Alcuin Coyle, O.F.M.

Vice President and Dean

Gilbert Ost diek, O.F.M.

Director of M.A. Program

Roman Vanasse, O.Praem.

Dean of Students

John Paul, M.S.C.

Secretary and Treasurer

James Hartke, O.F.M.

Registrar

Mildred A. Henke

Degree Programs:

Time Beyond A.B.

Name of Degree

Normally Required

M.A. in Theology

2 years

M.Div.

3-4 years

M.Div. with Mission Specialization

3-4 years

5401 South Cornell Avenue

Chicago, Illinois 60615

(312) 324-8000



CHICAGO THEOLOGICAL SEMINARY

An ecumenical seminary related to the United Church of Christ. A style fostering rigorous theological inquiry and development of students' own intellectual and professional integrity in an atmosphere of diversity and freedom. Normative professional program is the 4 year D.Min., but the M.A. or M.Div. may be awarded at 2nd and 3rd year terminal points for cause. Post-M.Div., D.Min. available, full or part-time. Academic doctorate is awarded in three areas: Jewish-Christian Studies, Reformation and Free Church Studies, Studies in Theology and the Human Sciences.



President
Academic Dean
Director of Studies
Director of Student Services,
Registrar
Business Manager
 Degree Programs:
 Name of Degree
 M.A. in Religious Studies
 M.Div.
 D.Min.
 D.Th.

C. Shelby Rooks
 Perry D. LeFevre
 Barbara B. Zikmund

 Barbara M. Byhouwer
 Alfred M. Palfi
 Time Beyond A.B.
 Normally Required
 2 years
 3 years
 4 years
 6 years

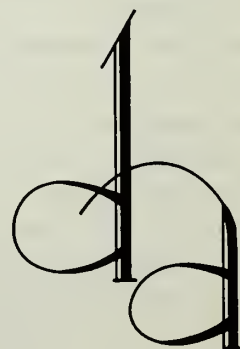
5757 South University Avenue
 Chicago, Illinois 60637
 (312) 752-5757

DE ANDREIS INSTITUTE OF THEOLOGY

A professional institute of theological and ministerial studies owned and conducted by the Vincentian Fathers. De Andreis primarily prepares candidates for the Catholic priesthood, especially those preparing to serve in the pastoral and educational apostolates of the Vincentian Community. Students may take part of their course work at DePaul University.

President Anthony J. Falanga, C.M.
Academic Dean James A. Fischer, C.M.
Dean of Men William E. Hartenbach, C.M.
Asst. Dean of Men Michael F. Walsh, C.M.
Business Manager Anthony J. Wiedemer, C.M.
Registrar Jean F. Thomann
 Degree Programs: Time Beyond A.B.
 Name of Degree Normally Required
 M.A. in Theology 3 years
 M.Div. 4 years

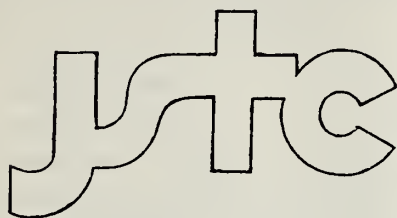
511 East 127th Street
 Lemont, Illinois 60439
 (312) 257-5454



institute of theology

JESUIT SCHOOL OF THEOLOGY IN CHICAGO

A Roman Catholic professional school of ministry stressing an integrated academic-ministerial program, sponsored by the Society of Jesus (Jesuits) of the United States. A majority of the students are Jesuits, but JSTC is open to all qualified men and women willing to share in free and responsible exchange of ideas, learning and service.



President

James Hennessey, S.J.

Dean

William G. Guindon, S.J.

Director of Admissions

Joseph J. DeVault, S.J.

Treasurer

Alice E. Barrett

Registrar

Mary B. Williams

Degree Program:

Time Beyond A.B.

Name of Degree

Normally Required

M.Div. (Loyola)

3-4 years

5430 South University Avenue

Chicago, Illinois 60615

(312) 324-9200

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO

Preparation for professional ministry in the church, advanced studies in ministry, academic study in theology. Curriculum features strong accent upon study of the traditions of the church and a comprehensive field work program. A seminary of the Lutheran Church in America.

President

Walter F. Wolbrecht

Dean of Faculty

Wesley J. Fuerst

Acting Dean of Student Services

Jean Bozeman

Director of Graduate Studies

Franklin E. Sherman

Director of Doctor of Ministry Program

Robert I. Tobias

Director of Admissions

Wilhelm C. Linss

Budget Coordinator

Arthur O. Arnold

Registrar

Margaret Nichols

Degree Programs:

Time Beyond A.B.

Name of Degree

Normally Required

M.A.R.

2 years

M.T.S.

3 years

M.Div.

4 years

S.T.M.

6 years

S.T.D.

8 years

D.Min (3 years in ministry prerequisite)

10 years

1100 East 55th Street

Chicago, Illinois 60615

(312) 667-3500



McCORMICK THEOLOGICAL SEMINARY

McCormick Theological Seminary is a theological center for the United Presbyterian Church in the United States of America. It also welcomes students from outside this denomination. It focuses its education resources on education for the ministry, emphasizing both pre-professional and professional studies. Its program of Latino Studies and its emphasis on internationalization add to its other offerings. On the Master's level, students are encouraged to plan, with advice, their own course of studies.

<i>President</i>	Jack L. Stotts
<i>Dean of the Seminary</i>	Lewis S. Mudge
<i>Vice President for Business Affairs</i>	Donald S. Hasty
<i>Director of Studies</i>	Earle Hilgert
<i>Director of Doctor of Ministry Program</i>	Robert C. Worley
<i>Director of Student Services</i>	Barbara Prasse
<i>Registrar</i>	Caryl Esteves



Degree Programs:	Time Beyond A.B.
Name of Degree	Normally Required
M.A. in Theological Studies	2 years
M.Div. *	3 years
M.Div./M.S.W.	4 years
M.Div./M.A.L.S.	4 years
Th.M.	4 years
S.T.M.	4 years
D.Min. (2 years in ministry prerequisite)	8 years

*May be taken with specialization in Latino Studies; Diploma in Latino Studies (3 yr. program) may be converted to M.Div. upon completion of baccalaureate degree.

5555 South Woodlawn Avenue
Chicago, Illinois 60637
(312) 241-7800

MEADVILLE/LOMBARD THEOLOGICAL SCHOOL

Historically related to the Unitarian Universalist Association, Meadville/Lombard offers a program of ministerial education that usually begins with joint registration with the Divinity School of the University of Chicago (with which the school is fully affiliated) for the university M.A. in Religious Studies. Advanced standing may be given for other previous graduate work. After the M.A., students generally pursue the Meadville D.Mn. as the normative professional degree.

<i>Academic Dean</i>	John C. Godbey
<i>Admissions Officer and Dean of Students</i>	Neil H. Shadle
Degree Programs:	Time Beyond A.B.
Name of Degree	Normally Required
D.Mn.	4 years

5701 South Woodlawn Avenue
Chicago, Illinois 60637
(312) 753-3195



NORTHERN BAPTIST THEOLOGICAL SEMINARY

The educational purpose of the Seminary is the graduate professional theological education of men and women for ministry. The study and application of the Scriptures is considered foundational. The faculty promotes free discussion and inquiry in a community of scholars. Growth of the whole person is fostered in a caring community. The Seminary is related to the American Baptist Churches, U.S.A. and welcomes students from all Christian traditions and encourages participation in ecumenical dialogue.



President

William R. Myers

Dean

Robert P. Meye

Director of Student Affairs

Robert L. Maase

Business Manager

Richard G. Gerber

Degree Programs:

Time Beyond A.B.

Name of Degree

Normally Required

M.A. in Christian Education

2 years

M.A. in Theological Studies

2 years

M.Div.

3 years

660 East Butterfield Road

Lombard, Illinois 60148

(312) 620-2200

The following abbreviations are employed to indicate institutional sponsorship of the various programs and courses described in these *Announcements*

**BTS—Bethany Theological
Seminary**

**CTS—Chicago Theological
Seminary**

**CTU—Catholic Theological
Union**

**DIT—DeAndreis Institute of
Theology**

**JSTC—Jesuit School of
Theology in Chicago**

**LSTC—Lutheran School of
Theology at Chicago**

**M/L—Meadville/Lombard
Theological School**

**MTS—McCormick Theological
Seminary**

**NBTS—Northern Baptist
Theological Seminary**

**CCTS—Chicago Cluster of
Theological Schools**

CLUSTER AREAS OF CONCENTRATION

Introduction

Among a variety of cooperative enterprises, the Cluster offers six unique programs of education for ministry which draw in an integrated manner upon the resources of its member schools and the metropolitan Chicago area. These six Cluster Areas of Concentration are Personal Transformation, Social Transformation, Celebration, Cross-cultural Communication, and Interpretation and Communication: Teaching and Interpretation and Communication: Preaching. Brief identification of the major aspects of the planning process by which these programs have been developed will highlight their distinctive features.

I. The Mandate for Planning

The six Areas of Concentration represent the present stage of development in a process of several years of long range academic planning. Such planning includes the combined efforts of faculty, students, and staff who accepted the challenge to develop "a plan which will make the Cluster more than a 'coordinating instrumentality' " and "a blueprint for doing better together what we cannot achieve alone and for creating new and better styles of theological education . . . or of improving the styles we already follow."

II. The Basis of Planning

All such planning has incorporated the principle of differential participation at the level of both the individual school and the individual student. At the institutional level each seminary retains full control over its own academic program, including: (1) the determination of the nature, scope, and manner of fulfilling the requirements which its own students must complete in their home school; and (2) the determination of whether and in what manner it wishes to participate as an institution, or wishes its students to participate, in the Cluster Areas of Concentration. (Differential participation at the level of the individual student will be noted below.)

III. The Parameters of Planning

With such a common basis for planning as background, other crucial issues emerged. The decisions made regarding these fundamental issues constitute the planning parameters within which the Areas of Concentration have been shaped.

A. The Curricular Model

Since each school in the Cluster continues to offer its own introductory and advanced requirements related to such matters as denominational and confessional identity, spiritual formation, and ordination, the Cluster Areas of Concentration are not designed as a core curriculum in which all beginning students in each of the schools are expected to participate. Rather, the Areas of Concentration are designed as intermediate and advanced elective offerings which are open to students who have completed at least one year of theological education and who have satisfied such other prerequisites as may be appropriate in a particular Area.

B. The Organizing Principle

The Areas of Concentration are designed to transcend the personal and professional fragmentation which frequently accompanies educational experiences which are circumscribed by a particular discipline or field or

by a particular ministerial role or setting. Therefore, the concentrations have been organized in terms of broad areas of functional competence which are relevant to a variety of ministerial roles and settings and which are dependent upon the integration of performance and insights from a variety of disciplines.

C. The Defining Educational Characteristic

The Areas of Concentration are designed to foster maximum feasible incorporation of the following interfaces:

1. **instructional interface** -- integration of insights from a variety of disciplines and fields, both classical and practical, through the assistance of faculty teams whose members represent such expertise;
2. **contextual interface** -- integration of theory and practice through the utilization of action-reflection styles of learning wherein students engage in and reflect upon ministries of various kinds with the assistance of peer consultation and professional supervision;
3. **formational interface** -- integration of the student's personal identity and professional identity, wherein understandings, attitudes, values and skills appropriate to each are experienced and perceived as mutually interdependent;
4. **professional interface** -- clarification of the student's professional identity as minister (e.g., role, status, authority) in relation to members of other professions and occupations which represent corresponding areas of functional competence;
5. **ecumenical interface** -- inclusion of students and faculty representing diverse theological and ecclesiological traditions; and
6. **institutional interface** -- inclusion of students and faculty representing two or more institutions in the Cluster, and the utilization of institutional resources outside the Cluster.

D. The Defining Structural Characteristics

1. Differential Student Participation

The Areas of Concentration are designed to be sufficiently flexible to enable students with varying degrees of interest and curricular freedom to participate in one or more such programs in the pursuit of several types of educational and ministerial objectives:

- a. to develop a **generalized** focus of competence which may (1) serve to inform and enrich other functional competencies required of "generalists" in a variety of ministries or (2) serve as a general foundation upon which the specialized competence required for ministries in research and scholarship may subsequently be built;
- b. to develop a more **specialized** focus of competence which may (1) provide an organizing center for other areas of competence required of generalists, (2) provide necessary preparation for those whose primary, if not exclusive, form of ministry will correspond to one of the areas of concentration, or (3) provide a more specialized foundation upon which the additional competencies required of researchers and scholars may be subsequently built; and
- c. to develop a more **individualized** focus of competence which may

not correspond wholly to either of the foregoing patterns but which best serves the particular student.

2. Functional Standardization

The Areas of Concentration are designed to be sufficiently standardized to provide a functional degree of educational coherence and administrative compatibility. The several Units which will be offered during the current year are described in the following pages.

CCTS I-400 PERSONAL TRANSFORMATION: INTENSIVE UNIT I

Winter Quarter, 1977

6 or 9 QH Credit

Wednesday, 9:00 A.M.-9:00 P.M.

Thursday, 9:00 A.M.-12:00 Noon

Enrollment limited to 20

David W. Augsburg

Assistant Professor of Pastoral Psychology and Counseling

Northern Baptist Theological Seminary

Elinor Berk-Schaibly

Human Potential Facilitator

Chicago Cluster of Theological Schools

Robert T. Sears, S.J.

Assistant Professor of Fundamental Theology

Jesuit School of Theology in Chicago

I. Nature of the Unit

Intensive Unit I is an in-depth experience in a learning-transforming community for students who wish to acquire intermediate levels of competence in helping individuals and face-to-face groups more fully to actualize their potential through multi-faceted growth models. It is envisioned that all students, regardless of their previous experience, can grow, try out new ways of behavior for enabling growth, teach others, explore new theories and be members of the community.

The Unit consists of one intensive quarter of involvement for which students will receive 6 QH or 9 QH (or 2 or 3 units) credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses.

II. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to assist students to develop a pastoral theological theory and research methodology relative to personal transformation which is grounded in the classical theological disciplines (Bible, history, ethics, and theology) and which is informed by dialogue with the history of the cure of souls, contemporary theory and practice in pastoral counseling and clinical pastoral education, and relevant secular disciplines;
- B. to assist students to acquire direct personal experience of selected modes of personal transformation; and
- C. to assist students to acquire appropriate levels of competence in the uses of various modes of personal transformation.

III. Structure of the Unit

There are three principal components in Intensive Unit I: a learning-transforming community, ministry placements, and try-out events.

A. A Learning-Transforming Community

The faculty and students will be members in a learning-transforming community. The process of building such a community will begin with a five-day founding experience during January 3-7, 1977. The experience will be held in an appropriate retreat setting offering opportunities for recreation as well as interaction.

During this time group covenants for the quarter will be developed and theoretical and practical inputs will be organized. Individual student covenants, which will also be developed at this time, will include the identification of the specific personal and professional skills and theoretical understandings on which one wants to work during the quarter. With permission of the faculty member(s) involved, students may also design their individual covenants to include required work which they would normally be expected to complete through another course; upon fulfillment of their covenants to the satisfaction of the faculty member(s) students would have fulfilled all or part of the course requirement.

During the subsequent weeks the total group will meet from 9:00 A.M. to 9:00 P.M. on Wednesdays and from 9:00-12:00 noon on Thursdays, possibly away from the Cluster. (Within these scheduled class sessions students enrolled for 6 QH may negotiate appropriately reduced involvement.) Sub-groups/learning teams will also work together at other times on common interests, projects, theories, skill training, and personal growth.

The learning-transforming community will be engaged in four continuing activities:

1. Acquiring and developing theory, content, and skills related to personal transformation.

The theoretical inputs and content on growth and change will be wide-ranging and will be dependent upon the covenants established by the individual members and/or group. Illustrative possibilities include: prayer, spiritual direction, meditation, Yoga, and demonology; theological understandings of grace, reconciliation, Christian community, confession, justification, redemption, and ethics; the meaning of biblical themes, experiences, and words in the context of personal transformation and contemporary life; the relationship between piety and activism -- personal and social transformation; theories of personality and human development; the human potential movement, including Gestalt Therapy, Transactional Analysis, encounter, psychosynthesis, and bio-energetics; and therapeutic models such as psychoanalysis and ego-psychology.

2. Experiencing of one's own growth and of enabling others to grow, both within the community and in try-out with others outside.
3. Reflecting upon the experience and theory.
4. Evaluating the ongoing process and the life of the community.

Evaluative decisions will be agreed upon communally within the following general guidelines; a paper or project indicating integration of theory and skills, as well as self-evaluation, peer evaluation, and supervisory evaluation, will serve as bases for evaluation at the end of the Unit.

B. Ministry Placements

It is expected that all students will be involved in some form of ministry which provides leadership experience in personal transformation and that such involvement will be utilized in the Unit. Students without access to such involvements will be assisted to find appropriate placement during the quarter in which the Unit is offered. Students who desire to do so will also be assisted to find appropriate placement in the quarter preceding the Unit.

C. Try-out Events

In addition to the experiences of leadership which are expected of them within the Unit and within their respective placements, students will be provided opportunity to become team leaders with faculty members in designing, executing, and evaluating short-term personal transformation events for other persons and groups. Possibilities for try-outs may include such organizations, groups and occasions as the following: Cluster, churches, lay people, house church weekends, spiritual weekends, and experiential theology weekends.

IV. Admission to the Unit

Open to students (1) who have completed one or more years of theological education; (2) who have had some of the following experience and training (one or more quarters of Clinical Pastoral Education; laboratory experiences in small groups, personal growth, etc.; basic courses in personal counseling and group work); and (3) who have obtained the approval both of the school in which they are matriculated and of the Personal Transformation teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school. The application should be submitted to a member of the teaching team by October 29, 1976, after which students will be notified of their approval for admission.

All students who have obtained appropriate approval for admission **should register for the Unit** during the registration period which will be held in each school **during the week of November 8-12, 1976.**

After having registered, students will become part of the planning process for the Unit.

CCTS I-420 SOCIAL TRANSFORMATION: INTENSIVE UNIT I

(Not offered 1976-77)

I. Nature of the Unit

Intensive Unit I is designed for upper level students who wish to acquire further competence in assisting organizations and institutions to become increasingly effective in ministering to persons in the light of Judeo-Christian values. It is intended both for those who are equipping themselves for ministries with the church as the object and agent of social change and for those who are preparing for service in agencies of social change other than the church.

The Unit consists of a two-quarter sequence of involvement for which students will receive 12 QH (or 4 units) credit. Credit will be granted only upon

successful completion of the full sequence. With the approval of the institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses each quarter.

II. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to assist students to develop an understanding of the interrelationships between Christian faith and the ministry of social transformation, especially as these are clarified through the insights of biblical, historical, ethical, and theological disciplines;
- B. to assist students to develop an understanding of the interrelationships between social scientific disciplines and the strategy and tactics of social action;
- C. to assist students to understand the ways in which one's own intrapsychic and interpersonal relationships affect a ministry of social change, especially as these are illumined within a context of mutual support and criticism; and
- D. to assist students to become insightful and responsible participants in ministries of social change within church and community.

III. Structure of the Unit

There are three principal components in Intensive Unit I: theoretical presentations, supervised ministry placements, and an integrative seminar.

A. Theoretical Presentations

The theoretical presentations will deal with four general areas and their interrelationships; tactics and strategy for social change; social theory and voluntary associations; the Bible, theology, and social change; and historical and ethical analysis of the role of the church in relation to social issues in America.

B. Supervised Ministry Placements

Each student will be involved in a ministry of social transformation either in a church or in a secular institution, agency or movement which aims at social change. Placements are intended to enable students to move from observation, through participation, to the assumption of significant responsibility. Supervision and evaluation of student activities in the field will be established as part of a contract agreement with the staff early in the Fall Quarter.

In addition to churches placement possibilities include the following: educational institutions (public, private, and alternative schools and colleges and universities); private and governmental agencies concerned with mental health, medical care, racial justice, women's rights, welfare, and housing; penal institutions and agencies related to the criminal justice system; community organizations, financial and investment institutions; the Alliance to End Repression, etc.

C. The Integrative Seminar

Efforts will be made to relate the learnings acquired in the respective theoretical presentations and in the supervised ministry placements to one another in the integrative seminar. These efforts, in which the full teaching team and all students will participate, will include the development of wholistic understandings of the ideological, institutional, inter-

personal and intrapsychic factors which are facilitating or hindering social change in the students' respective placements.

Project-reports indicating integration of theoretical and practical data as well as evidence of students' ability to function as insightful and responsible participants in ministries of social transformation will serve as bases for evaluation at the end of the Unit.

It is anticipated that students' involvement in the program during the two quarters will average between 15 and 20 hours per week, including class time, study, and ministry responsibilities.

IV. Admission

Open to students who have completed two or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to others with backgrounds in theological and sociological disciplines and/or in social change experience who have completed one year of theological education and who have also obtained the approval both of the school in which they are matriculated and of the Social Transformation teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school. The application should be submitted to a member of the teaching team prior to the completion of one's registration.

CCTS I-440 CELEBRATION: INTENSIVE UNIT I

(Not offered 1976-77)

I. Nature of the Unit

Intensive Unit I is an experience in a learning-celebrating community for the advanced student who wishes to become an ARTIST-INTERPRETER-INSTIGATOR of religious celebration. The phrase "artist-interpreter-instigator" indicates that the objectives of the Unit go beyond assisting the student to acquire the ability to function as leader of public worship which is characteristically expected of all ministers. The phrase "religious celebration" includes both the traditional forms of worship and also paraliturgical and other forms of communal celebration in the Judeo-Christian tradition.

The Unit consists of one intensive quarter of involvement for which students will receive 6 QH or 9 QH (or 2 or 3 units) credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses.

II. Aims of the Unit

The general aim of Intensive Unit I is to assist the student to engage in the crucial acts of becoming/growing as an artist-interpreter-instigator, viz.:

- A. to experience and comprehend how communal celebration bursts out of a people from the events of their common life, and from intensive lived moments of individual persons;
- B. to experience communal celebration as a mobilization of expressive arts and spontaneity; and
- C. to learn to share in the common experience and felt understandings of

an actual people, especially the People of God, in such a way as to enable them to transform their lived moments into communal symbol and fresh communal celebration.

III. Structure of the Unit

There are four principal strands in Intensive Unit I: expressive arts, basic theory of celebration, clinical experience, and reflection and evaluation. The ministerial preparation of the student will be integrated in terms of these strands through the use of various theological and non-theological disciplines and various educational methodologies.

A. Expressive Arts

The expressive arts will engage and be engaged by the community through two related avenues: a Creative Expression Workshop and an Expressive Arts Seminar.

1. Creative Expression Workshop

The faculty and students will be members in a learning-celebrating community. The process of building such a community will be initiated with a five-day founding event at a non-Cluster site. The founding event will include a Creative Expression Workshop, which will begin with an intensive exposure to some basic human experience (e.g., joy, pain, loneliness, hope, grief, etc.). Members of the community will then express this experience in significant art forms and experience how other artists have expressed it.

2. Expressive Arts Seminar

During subsequent weeks the community will meet weekly on Thursday morning in an Expressive Arts Seminar in which members will share and possess each other's "mini-celebrations" and the work of representative artists. In this seminar members will work with various forms of expressive art in accord with their ability, e.g., drama, dance, music, painting, sculpture, song, celebrative preaching, photography, oral interpretation, creative writing, communications media, and staging environment.

B. Basic Theory of Celebration

Members of the community will meet weekly on Thursday afternoon to lay solid theoretical foundations for celebration. Other resource persons will be utilized periodically. Areas of study include the phenomenology of celebration, symbolism and celebration, analysis of classic/contemporary examples of celebration, and structure and design of celebration.

C. Clinical Experience

Each student will be involved with a group outside the Cluster schools for the purpose of:

1. Witnessing the process by which lived moments come to peak expression in celebration in the group (first month), and
2. Developing-teaching them to move further in celebration experience and life-style (last two months).

D. Reflection and Evaluation

The community will meet weekly on Monday afternoon and evening to engage in reflection and evaluation of their experiences and further development of their abilities as instigators of celebration.

A project-report indicating integration of celebration theory and skills, as well as members' development as artists-interpreters-instigators of religious celebration within the community and within the non-Cluster groups with which they have worked will be assessed through self-evaluation, peer evaluation, and supervisory evaluation at the end of the Unit.

IV. Admission

Open to students who have completed two or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to students (1) who have completed one year of theological education; (2) who have some of the following experiences and education (at least minimal ability-experience in an area of expressive arts, two or more courses in the general field of celebration, and adequate experience in actual situations of celebration); and (3) who have also obtained the approval both of the school in which they are matriculated and of the Celebration teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school.

CCTS I-460 CROSS-CULTURAL COMMUNICATION: INTENSIVE UNIT I

Spring Quarter, 1976

6 or 9 QH Credit

Monday, 9:00 A.M.-3:00 P.M.

Wednesday, 3:30-9:30 P.M.

Enrollment limited to 20

Ruben P. Armendariz :

Associate Professor of Ministry and
Director of Latino Studies Program
McCormick Theological Seminary

Claude Marie Barbour

Assistant Professor of World Mission
Catholic Theological Union

John Boberg, S.V.D.

Associate Professor of Mission
Theology

Catholic Theological Union

Albert P. Pero, Jr.

Instructor in Religious Education and
Constructive Theology
Lutheran School of Theology at
Chicago, and

Black Studies Coordinator

Chicago Cluster of Theological Schools

I. Rationale

The Church is at the threshold of a new era. The growing thrust toward unity on the economic and political planes, the deeper realization of cultural pluralism within that unity, and the greater involvement in the struggle for human dignity have all given new thrust and direction to the Church's task in the world today.

The global scope and character of the problems demand an equal response. It is of the greatest importance that Christians of diverse national, racial,

class and theological backgrounds, perspective and commitments find ways to listen to and learn from one another. If American theological education is to make creative contributions to such issues as racism, the use and distribution of the world's wealth and resources, the struggles for human liberation and the development of societal structures which are more open and just, it must do so as a community which has learned to reflect and act in an international context.

For some the response will go further. They desire to be persons of dialogue, to live a precarious existence between different cultural worlds. They aim to spend their lives, or part of them, with people of another culture, discovering ways to think and work together in Christ about the fundamental problems which confront the entire human family in relation to peace, justice and survival.

II. Nature of the Unit

The concentration has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own.

At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry.

III. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to sensitize students to the diversity of cultural expression;
- B. to assist students to develop skills in the analysis of culture and communication and to acquire a beginning competence in cross-cultural communication;
- C. to lay a foundation for students' understanding of, concern for, and cooperation in issues of international scope and character;
- D. to help students to interpret their experience to the wider Church in order to contribute to an international perspective on mission and ministry.

IV. Structure of the Unit

There are three principal components in Intensive Unit I: basic theory of culture and communication, field placements, integrative discussions ("debriefings"). (Within the scheduled activities students enrolled for 6 QH may negotiate appropriately reduced involvement.)

A. Basic Theory (Four weeks: March 28-April 22)

The theoretical presentations will focus on such matters as understanding the ways in which cultural factors influence experiencing and symbolization, thereby influencing the ways in which communication is given and received; understanding the nature of any culture through a representative examination of selected contrasting cultures and sub-cultures in the light of cultural anthropological perspectives; understanding the theological issues involved in the cultural conditioning of all experi-

ence and symbolization; understanding the nature of the communication process from theological, psychological and sociological perspectives; and understanding what it means theologically to communicate the meaning of the Christian faith.

Such understanding will be addressed through the following topics:

1. Culture: Nature and Origin; Enculturation--Ethnocentrism--Prejudice; Culture Dynamics: Persistence and Change
2. My Culture: Historical Background; Common Characteristics
3. Communication Theory: Verbal--dialogue; Non-verbal
4. Obstacles to Communication: Historical; Cultural
5. Communication of the Gospel:
 - A. Why: Theology of Mission
 - B. How: Evangelization: Dialogue (Religious); Witness; Worship
6. Global Awareness: Peace and Justice; Population Growth; Development
7. Introduction to specific cultures of field placements.

B. Field Placements (Three weeks: April 25-May 13)

The field placement is an integral part of the Unit. It is designed to offer students an opportunity to practice and develop skills and to test theories of cross-cultural communication in an authentic or simulated cross-cultural life situation.

During the 1977 Spring term, the type of field placement especially recommended will be a three-week intensive "live-in" experience. Other types of field placement will be available to those who are able to commit themselves to some specific cross-cultural situation for at least two academic quarters. These latter placements would continue throughout the Spring quarter, but with greater intensity during April 25-May 13.

Various field placements will be available between April 25 and May 13. Separate descriptions are available on request. Recent placements have included the following:

1. East Africa
2. Chicano-Indian: on location in rural New Mexico
3. Latino: in Chicago area
4. Black: in Chicago area

All field placements embody the following features:

1. an intensive community live-in experience in a cross-cultural situation;
2. an opportunity for the practice of cross-cultural skills;
3. planned supervision and guidance;
4. availability of a peer group, reflector group or other support group

C. Integrative Discussions (Two weeks: May 16-27)

Following the three-weeks of intensive field placement, students will engage in a two-week, post-field "de-briefing" period during which their cross-cultural field experiences will be reported on, analyzed and critically evaluated from the standpoint of personal learning and growth.

Every student will be expected to have kept a complete diary (log) of field experiences.

A clear expectation of the "de-briefing" period is that all students will evaluate and process their field experience in such a way as to make concrete plans for application in terms of ministry. These plans may be of an interpretative or vocational nature.

V. Admission to the Unit

Open to students who have completed one or more years of theological education and who have obtained the approval of the school in which they are matriculated.

All students who have obtained appropriate approval for admission should register for the Unit during the registration period which will be held at each school during the week of February 7-11, 1977.

**CCTS I-480 INTERPRETATION AND COMMUNICATION:
TEACHING: INTENSIVE UNIT I**

(Not offered 1976-77)

I. Nature of Unit

Intensive Unit I is designed for advanced students who wish to become increasingly competent in (1) understanding and integrating basic orientations to the substance and style(s) of interpreting and communicating Christian faith which are operative in their own life situations and in those of representative groups with whom the church engages in ministry; (2) interpreting in their historical and contemporary contexts selected dimensions of the Judeo-Christian tradition and the modern world which are relevant to such life situations; and (3) communicating, and assisting others to communicate, effectively through teaching in the light of such understandings and interpretive abilities. The concentration is intended to be of value to students who plan to engage in a variety of teaching ministries, e.g. in local churches as pastors or directors of educational programs; in public or parochial schools as teachers or supervisors of teachers; in institutions of higher education as campus ministers or professors; and in organizations and agencies of various kinds as educational consultants.

The Unit consists of one intensive quarter of involvement for which students will receive 6 QH or 9 QH (or 2 or 3 units) credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses.

II. Aims of the Unit

The general aims of the Unit include the following:

- A. to assist students to enhance their understandings of the nature and dimensions of the hermeneutical task in relation to the life situations of people, to the contemporary world, and to the Judeo-Christian tradition in light of pertinent philosophical, theological, scientific and artistic perspectives;
- B. to assist students to develop a growing understanding and appreciation

of (1) the predicaments and possibilities which characterize the life situations of individuals and groups, (2) the resources of the Judeo-Christian tradition and of other sources of insight which are relevant to such predicaments and possibilities, and (3) the teaching-learning theories and methods which may be employed to relate these resources to the human predicaments and possibilities;

- C. to enable students to function effectively and collegially in enhancing specific ministries of interpretation and communication through teaching, and in assisting others to function in similar manner;
- D. to assist students to integrate (1) their understandings of the substance and style(s) which are appropriate to the relevant interpretation and communication of Christian faith in relation to human predicaments and possibilities with (2) their personal and professional self-understanding and functioning.

III. Structure of the Unit

There are three components in Intensive Unit I: an interpretive seminar, supervised ministry placements, and an integrative seminar.

A. Interpretive Seminar

In the interpretive seminar students and faculty will collegially develop teaching-learning activities and, as deemed appropriate, covenants which bring their several unique concerns and competencies to bear upon the achievement of the general aims of the Unit -- particularly those represented in A and B above. However, in order to insure the availability of certain teaching-learning activities and resources which participants may choose to employ but which could not with certainty be developed after the Unit has begun, the teaching team has taken the initiative to develop two broad sets of complementary options (and their correlative networks of resources) which will be discussed fully by all Unit participants before final decisions are made regarding their adoption and implementation.

If the first broad option is adopted and implemented, early in the Unit students will be assisted by the teaching team to acquire familiarity with and experience in employing fundamental principles and methods of identifying, analyzing, and evaluating basic orientations to the substance and style of interpreting and communicating Christian faith through teaching. Special attention may be given to acquiring such familiarity and experience through an exploration of how these orientations are embodied, for example, by Unit participants, by persons or periods of historic significance in participants' denominations and/or other groups, and by certain contemporary Chicagoland churches of various denominations and races. In carrying out such explorations through several observation visits to the selected churches, whose ministries are characterized by unique creativities, consistencies, or constituencies, students will be assisted by local clergy and laity in identifying, analyzing, and evaluating their respective orientations to content and method of interpretation and communication of Christian faith through teaching.

B. Supervised Ministry Placements

The supervised ministry placements are designed to foster collegial reali-

zation of the several general aims of the Unit -- especially that represented in C above.

If the second of the previously-mentioned broad options which have been developed by the teaching team is adopted and implemented, student teams (comprised of several members each) will be assisted to negotiate placements in settings in which they will serve during the Unit. For most student teams, it is anticipated that such placement will be in a local church (or ecumenical and interracial cluster of churches) in the vicinity of Hyde Park or Oak Brook—Lemont.

It is not contemplated that student teams will be assigned to provide staff leadership for existing educational programs of the church/cluster. Rather, team members will serve as educational resource persons or consultants, together with clergy and laity in the respective settings, in a joint endeavor (1) to identify and to assess the effectiveness of the orientation(s) to the substance and style of interpreting and communicating Christian faith which are currently employed in selected teaching-learning situations, (2) to identify critical needs which can be addressed through enhancing the substance and style of such interpretation and communication, (3) to design one or more significant teaching-learning events to address such needs; and (4) to provide appropriate leadership and/or direction in carrying out such event(s). The number of such events to be designed and led or directed by each student team will be determined by consultation among the student team, the teaching team, and the church/cluster representatives.

As their respective schedules permit, and as the respective placement situations indicate, members of the teaching team will participate on location with student teams in carrying out the foregoing functions. However, it is expected that during the course of the Unit a member of the teaching team will participate appropriately in such functions in relation to at least one of each student teams' teaching-learning events.

Through consultative and supervisory relationships with student peers, faculty, and church/cluster clergy and laity, student team members will have opportunity to develop skills in evaluating process, product, and program dimensions of their collective experience. Such dimensions may include, respectively, (1) assessment of the planning and interaction among themselves and between themselves and those with whom they are involved in the respective placement settings; (2) assessment of the respective teaching-learning events; and (3) assessment of the contributions of the Unit-as-a-whole to the equipping of students for interpretive and communicative ministries through teaching and also to the enhancing of the respective churches'/clusters' ministries of this kind.

Students who wish to explore the possibility of a *year-long* placement in a setting appropriate to the Unit, or who wish to explore the possibility of a *non-church* placement during the Unit should contact the teaching team early in the Fall quarter.

C. Integrative Seminar

In the integrative seminar students will have opportunity to pursue realization of the several general aims of the course -- particularly that

represented in item D above. More specifically, it will provide occasion for students to engage in processes of further unifying conceptual, emotional, and behavioral dimensions of experience which bear upon the development of their personal and professional self-understandings and competencies as interpreters and communicators of Christian faith through teaching. By such means as may commend themselves to Unit participants, effort will be made to draw together experiences in the integrative seminar (including observation visits to selected churches) and in the respective placement settings. Among such possible means is student utilization of the teaching team as resource persons and consultants in planning, implementing, and evaluating the teaching-learning event(s) in which the several teams are involved in their respective placement settings. Case studies, audio and video recordings, and individual and team evaluation procedures such as those noted earlier will also be available to provide constructive feedback and guidance from a variety of complementary perspectives for continuing development and integration.

IV. Admission to the Unit

Open to students who have completed two or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to students with backgrounds in theological and educational disciplines and/or with teaching experience who have completed one year of theological education and who have obtained the approval both of the school in which they are matriculated and of the Interpretation and Communication teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school.

CCTS I-470 INTERPRETATION AND COMMUNICATION: PREACHING: INTENSIVE UNIT I

Spring Quarter, 1977
6 QH Credit
Thursday, 3:00-9:00 P.M.
Enrollment limited to 20

Manfred T. Brauch
Associate Professor of New
Testament Interpretation
Northern Baptist Theological
Seminary
James A. Fischer, C.M.
Professor of Biblical Studies
DeAndreis Institute of Theology
LeRoy E. Kennel
Professor of Communication
Bethany Theological Seminary

I. Nature of the Unit

Intensive Unit I is designed to enable students to achieve competence and effectiveness in the preaching task (1) through the interpretation of biblical foundations, theological traditions, and contemporary events and human experiences; and (2) through the functional integration of the interpretative

task in the context of sermon formulation and proclamation.

The Unit consists of one intensive quarter of involvement for which students will receive 6 QH (or 2 units) credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses.

II. Aims of the Unit

The general aims of Intensive Unit I are:

- A. to assist students to integrate the exegeses of Scripture and theological tradition with the exegesis of contemporary realities;
- B. to assist students to clarify and enrich their involvement and identification with both the role and content of preaching and the means by which it occurs, such as critical analyses of content and reflection upon the processes by which preaching happens;
- C. to assist the intensive-mix of students and faculty to become a laboratory-model in which the agony and glory of preaching is experienced.

III. Structural Components

There are five principal components in Intensive Unit I. The scholarly and professional preparation of the student will be integrated in terms of these components through the use of various theological and functional disciplines and various educational methodologies.

- A. Modeling of and participating in the exegeses of Scripture and theology, and the exegesis of contemporary human experience;
- B. Researching ways of analyzing Scripture, dynamics by which traditions shape theology, and methods of sermon development;
- C. Evaluating critically actual occasions of preaching by students in the classroom and in the parish and by selected preachers in the Chicago area;
- D. Exploring possibilities of various forms in which proclamation happens, such as story telling, conversation, prophetic confrontation, and media; and
- E. Ongoing supervision by participating faculty, student peers, and lay persons.

IV. Admission to the Unit

Open to students (1) who have completed one or more years of theological education; (2) who have completed at least two courses in biblical studies, two courses in history and theological thought, and one course in preaching; and (3) who have obtained the approval both of the school in which they are matriculated and of the Interpretation and Communication teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school. The application should be submitted to a member of the teaching team by January 28, 1977, after which students will be notified of their approval for admission.

All students who have obtained appropriate approval for admission should register for the Unit during the registration period which will be held at each school during the week of February 7-11, 1977.

CLUSTER COURSES OF COOPERATIVE INSTRUCTION

In addition to the previously-described Areas of Concentration, the Cluster also offers team-taught courses which draw in an integrative, but less intensive, manner upon the resources of its member schools and the metropolitan Chicago area. These courses involve ecumenical and, frequently, interdisciplinary teaching teams, and are characterized by concern for students' personal-professional development and by concern to draw imaginatively upon the resources of significant persons, programs, and settings in metropolitan Chicago.

Such courses are especially designed to enable students to experience the enriching and stimulating give-and-take of dialogue and service in various ecumenical contexts without requiring the larger investment of time and commitment which are necessitated by the Cluster Areas of Concentration.

Admission is open to students through the regular cross-registration procedures which are operative among the Cluster schools.

1976-77 Courses of Cooperative Instruction*

FALL

CCTS M-335 (4)

Ministry Lab: The Sick

This seminar will be devoted to exploring issues of religion and health as they are found in dialogue with our contextual experience of ministerial praxis in pastoral visitation and care at Illinois Central Community Hospital. Students will be assigned to rotating services (medical, surgical, etc.) in the hospital, and will spend approximately three to four hours weekly engaged in pastoral care in the hospital. There will also be a weekly two-hour reflection seminar led by the course faculty. In addition, students will be involved in appropriate hospital events, including a general orientation period, participation in patient-centered conferences with other health care professionals, auditing of rounds, and participation in general in-service and continuing education programs as seems appropriate to the interest of both students and hospital staff. Students will also prepare contact-reports and have an opportunity to conduct chapel services in the hospital. Reflection Seminar meets Friday, 2-4 pm. Course will meet at Illinois Central Community Hospital, Classroom 16, 5800 S. Stony Island Ave., Chicago. Enrollment limited to 8 students; admission by approval of instructors.

Stettner/Cluster Pastoral Care Faculty

F 2-4

Fall

John W. Stettner

Professor of Pastoral Care and Counseling

McCormick Theological Seminary

Cluster Pastoral Care Faculty

CCTS M-602A (3 or 4)

Pastoral Care: History and Theology

This quarter will focus on the development of a professional understanding of pastoral theology. The history of pastoral care in the church will be considered as well as the place of pastoral care in the church today and issues concerning psychological disciplines will also be dealt with. There will be assigned reading, lectures, and seminar discussion.

F 9-12

Fall

John W. Stettner

Professor of Pastoral Care and Counseling

McCormick Theological Seminary

Thomas More Newbold, C.P.

Professor of Pastoral Theology

Catholic Theological Union

CCTS I-570

Advanced Seminar on the Practice of Ministry in the Context of the Sciences

The seminar is designed as a forum for presentations by theological and scientific faculty, practicing ministers, lay persons, and advanced students seeking: (1) to identify challenges posed for the effective practice of ministry in a society whose understandings of reality are profoundly shaped by modern scientific world-views; and (2) to explore ways in which theological curricula and their several disciplines might more creatively assist ministers to address such challenges.

Intended primarily as a workshop for Cluster

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

faculty, the seminar is open to faculty from other Chicago-area schools (including those in departments of theology, religious studies, and the various disciplines of the sciences and humanities); invited ministers and lay persons; and a limited number of advanced students. Presentations will be selected by the convenors from representatives of these several groups.

Faculty wishing to participate are requested to notify Dr. Williams in advance, indicating their special concerns and potential offerings, if any. Students may enroll for credit or as auditors upon approval of the convenors. Students enrolled for credit are expected to prepare an original paper on a topic approved by the convenors and to prepare brief critical and constructive analyses of the proceedings of each session. Initial session at home of Dr. Williams, 4940 S. Woodlawn Ave., Chicago.

Th 7:30-10 pm Fall

Ralph W. Burhoe
 Director
 Center for Advanced Studies in Religion and Science
Philip J. Hefner
 Professor of Systematic Theology
 Lutheran School of Theology
Perry D. LeFevre
 Professor of Theology
 Chicago Theological Seminary
Donald F. Williams
 Director of Academic Affairs
 Chicago Cluster of Theological Schools

WINTER

CCTS B-439 (3 or 4)

Male and Female in the Ancient World

A seminar on sexual identity and roles in Jewish, Graeco-Roman and early Christian thought and practice. Major foci will include marriage laws and customs, sexual asceticism, cultic regulations relating to sex, goddesses and priestesses, and homosexuality. Attention will be given to the socio-economic status of women in the period. Prerequisite: an introductory course in the New Testament.

Th 1-4 Winter

Adela Yarbro Collins
 Assistant Professor of New Testament
 McCormick Theological Seminary
Robin J. Scroggs
 Professor of New Testament
 Chicago Theological Seminary

CCTS B-453

Current Issues in Jewish-Christian Dialogue

The 2000 year-old history of Jewish-Christian encounter has taken many forms and has led to varied results in accord with historical circumstances. This course will undertake a consideration of a wide range of Jewish and Christian issues which intersect sometimes in understanding and sometimes in confrontation. Study of topics such as election, messianism, peoplehood and the land, Zionism, antisemitism, and missionary purpose, using historical as well as contemporary documents.

Th 2-4:30 Winter

Hayim G. Perelmuter
 Chatauqua Professor of Jewish Studies
 Catholic Theological Union
Franklin Sherman
 Professor of Christian Ethics
 Lutheran School of Theology at Chicago

CCTS T-472

Communicating the Gospel in an Age of Science

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new perspectives, and to prepare a research paper; and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may include issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those treated in selected works of the convenors. Readings in the methodology and philosophy of science may include issues such as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*, Kuhn's *The Structure of Scientific Revolution*, Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scien-

tific background helpful but not necessary.
Initial session at LSTC.

Th 2-5

Winter

Philip J. Hefner

Professor of Systematic Theology
Lutheran School of Theology at Chicago

Ralph W. Burhoe

Director
Center for Advanced Study in Religion and
Science

CCTS M-495

Ecumenical Spirituality

This is a companion course to CTU M-410 which explores the presuppositions and conditions of spirituality in an ecumenical context. An approach to ecumenical spirituality will be established, and particular common issues explored from the richness of various traditions, contemporary theology and phenomenology of religious experience. Issues touched will be: the role of community in spiritual experience, renunciation, prayer and growth in prayer, spiritual growth and psychological growth. Initial session at CTU.

Th 2-4:30

Winter

Damien Isabell, O.F.M.

Assistant Professor of Spiritual Theology
Catholic Theological Union

Lynn R. Buzzard

Assistant Professor of Ministry
Northern Baptist Theological Seminary

CCTS M-471 (3 or 4)

Patterns in Urban Ministry

An examination of various models of urban ministry extant in the Chicago area. On-site observation will be part of the effort at understanding viable patterns of ministry in the city. The course will aim at developing relevant strategies based upon our exploration of current models.

M 7-10 pm

Winter

Robert Benne

Associate Professor of Church and Society
Lutheran School of Theology at Chicago

Carl S. Dudley

Professor of Ministry
McCormick Theological Seminary

CCTS I-492A, B (3 each quarter)

Interprofessional Seminar: Health Care and Health Care Delivery Systems

This seminar will be devoted to exploring issues of health care and health care delivery systems.

In addition to pastoral visitation and care at Illinois Central Community Hospital, theological students will participate in a seminar involving the several helping professions — including nurses, social workers, and health education personnel. Weekly two-hour reflection seminar led by the course faculty, involving the respective helping professions. This course may be taken for one or both quarters, as a student desires. Students will be assigned to rotating services (medical, surgical, etc.) in the hospital, and will spend approximately three to four hours weekly engaged in pastoral care in the hospital. In addition, students will be involved in appropriate hospital events, including a general orientation period. Students will also prepare contact-reports and have an opportunity to conduct chapel services in the hospital. Reflection Seminar meets Friday, 1-3 pm; Orientation Session (9 am-9 pm) will be held the first Friday of each quarter: Winter, January 7, 1977; Spring, April 1, 1977. Course will meet at Illinois Central Community Hospital, Room 16, 5800 S. Stony Island Ave., Chicago. Enrollment limited to 8 students; admission by approval of instructor.

F 1-5 + Lab Winter/Spring

Carl D. Schneider

Assistant Professor of Religion and
Personality

Meadville/Lombard Theological School
Cluster Pastoral Care Faculty

CCTS M-602B (3 or 4)

Pastoral Care: Personality Theories and Therapies

Consideration of different theories of personality and their implications for counseling and therapy. We will seek to develop a critical understanding of the emphases and anthropologies represented by the various schools, together with their respective philosophical presuppositions and theological correlations, and endeavor to understand their relevance for counseling and pastoral care. Case studies will be used.

F 9-12

Winter

Paul R. Swanson

Professor of Pastoral Care
Lutheran School of Theology at Chicago

Carl D. Schneider

Assistant Professor of Religion and Personality
Meadville/Lombard Theological School

SPRING

CCTS B-438

The Social History of the Pre-Constantinian Church

Beginning with a study of the social matrix out of which the Christian churches emerged, the course will follow the early church, using sociological models and tools to discover the concrete realities of the societies created by faith in Jesus the Christ. Topics such as social stratification, the dynamics or roles and intramural structures, the development of an articulated Christian culture, and the relationship between societal reality and theological expressions will be considered. Prerequisites: introductory work in New Testament and early church history. Initial session at CTS.

Th 9:30-12:30

Spring

Robin J. Scroggs

Professor of New Testament

Chicago Theological Seminary

Graydon F. Snyder

Professor of Biblical Studies

Bethany Theological Seminary

CCTS H-445 (3 or 4)

Church and Mission in Contemporary Africa

Christian growth and ministry in the world's fastest growing area of Christian community will be studied, along with the African contribution to contemporary theology and mission in the world. Focus will be on East African countries. Themes to be discussed are: the Africanization of Christianity, the moratorium issue, the dialogue between Christianity and African traditional religion, and the implications of African Socialism for the life and mission of the churches. Seminar approach, with shared leadership by African visiting professor Bishop E. E. Mshana. The course will include an optional period of travel of approximately three weeks duration in East Africa.

Spring

Robert A. Evans

Professor of Philosophy of Religion and Applied Christianity

McCormick Theological Seminary

James A. Scherer

Professor of Missions and Church History

Lutheran School of Theology at Chicago

E. E. Mshana

Visiting Professor of African Theology

Lutheran School of Theology at Chicago

CCTS T-452

Protestant Liberalism and Catholic Modernism

This course will deal with representative thinkers who illustrate how Protestantism and Catholicism responded to the challenges of the modern world in the 19th and early 20th centuries.

MW 2-3:15

Spring

Philip J. Hefner

Professor of Systematic Theology

Lutheran School of Theology at Chicago

Roger D. Haight, S.J.

Assistant Professor of Systematic Theology

Jesuit School of Theology in Chicago

CCTS E-489

The Church's Peace Ministry: Issues and Perspectives

What can the churches contribute to world peace? What understandings of world peace might guide religious thought and action toward a world without war? What theological and political standards are involved in setting limits and determining priorities for peace activities? How can the concern for world peace become a regular part of ministry at every level of church life? Eight Chicago-area seminary faculty including the instructors of this course have met regularly as the curriculum development task force of the World Without War Council-Midwest to design an experimental course addressing these questions. The course is expected to treat such topics as: the global political conditions for peace; the means and limits of citizen action for peace in the United States, with special emphasis on the role of the churches; and the theological bases for, and meanings of, the issues of global politics and citizen action. Initial session at CTU.

M 3:30-6 pm

Spring

Lowell W. Livezey

Executive Director

World Without War Council - Midwest

F. Burton Nelson

Professor of Theology and Ethics

North Park Theological Seminary

John T. Pawlikowski, O.S.M.

Associate Professor of Ethics

Catholic Theological Union

Tyler Thompson

Professor of Philosophy of Religion

Garrett-Evangelical Theological Seminary

CCTS T-572

Advanced Seminar in Theology and the Sciences

The seminar is designed as a forum for papers by theological and scientific faculty and advanced students. It seeks to move toward a theology which is solidly grounded in the best of today's scientific understandings and which at the same time may be dynamic in eliciting religious feelings and behavior characteristic of the best Christian tradition whereby persons are led to appreciate the reality of God's sovereignty and grace which are manifest in enviroing nature and in human forms, and to find thereby a new meaning, hope, sense of duty, and beatific perspective in God's realm.

Each weekly session will be the occasion for the presentation and critical evaluation of one or more papers *exploring an interpretation of historic religious doctrines in the light of the sciences*. Among the *historic religious doctrines* that may be interpreted are such primary Christain categories as God, Creation, Human Nature, Sin, Salvation, Church, Revelation, and Mission to the World. No specific topic is excluded per se, no matter how out of theological favor it may presently be or how seemingly incongruous with recent secular doctrine. For the seminar, *the light of the sciences* will be sought primarily through focus upon the so-called "hard" sciences that have provided a new world view or "metaphysics." These sciences include, physics, biology, sociobiology, and psychobiology. However, this primary focus does not exclude perspectives from the psychosocial sciences, which will also be heavily involved. At the core of its activity the seminar will explore and test a basic hypothesis: that recent scientific information suggests that evolving psychobiological and sociobiological systems require religions as value cores, that the traditonal religion of each *culturetype* has been selected for the same kinds of life-producing wisdom as have been selected in the *genotypes* for all animal organisms and societies, and that all of this is generated and selected by a creative system of dynamic reality far transcending any of its creatures.

Admission for credit: While the seminar is expected primarily to involve the presentation of papers by faculty and advanced students, admission for credit is also open to other students

whose proposals for a paper to be presented and whose background in theology and science is deemed satisfactory by the convenors. High performance in CCTS T-472 may be deemed sufficient for admission, and capacity to discuss critically and to advance themes such as those published in *Zygon, Journal of Religion and Science* would provide excellent grounding for any participants in the seminar.

Admission without credit: Participation is also open to Cluster students and faculty who have a concern to become more informed about and/or to participate in this research and development program without obligating themselves to meet the specific course requirements. Such persons should inform one of the convenors in advance of their intention to participate in this manner.

Requirements for students taking the seminar for credit will be (1) to present an original paper of some 20-30 doublespaced pages (during one of the last five weeks of the quarter) on a topic approved by the convenors and to defend it successfully during its discussion, and (2) to present a one- or two-page critical and constructive analysis of the proceedings of each of the other papers and discussions in the seminar sessions. Initial session at home of Dr. Burhoe, 1524 E. 59th St., Chicago.

Th 7-10 pm Spring
Ralph W. Burhoe
Director
Center for Advanced Studies in Religion and Science
Philip J. Hefner
Professor of Systematic Theology
Lutheran School of Theology at Chicago
Other Theological Faculty and Scientists

CCTS M-501

Symposium on Psychology and Religion

The course will be different each time it is offered, as it will focus on some persons, topics, or issue of current interest in the broad fields of psychology and religion. Instructors from various schools, experts on pertinent subjects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. Initial session at LSTC.

W 2-3:50 Spring
John W. Stettner
Professor of Pastoral Care and Counseling
McCormick Theological Seminary
Cluster Pastoral Care Faculty

CCTS M-602C (3 or 4)

Pastoral Care and The Christian Community

An exploration of the nature of community and its healing power with reference to theological, biblical, psychological, and therapeutic theories and practice. An experience of the house church process will allow members to participate in a learning-transforming community and to explore Christian community as a vehicle for the mutual care of souls. Each student will be asked to formulate his or her own basic change theory - conditions, processes, goals and outcomes.

F 9-12

Spring

Philip A. Anderson

Professor of Pastoral Theology
Chicago Theological Seminary

Byron P. Royer

Professor of Pastoral Psychology
Bethany Theological Seminary

CCTS I-492B

Interprofessional Seminar: Health Care and Health Care Delivery System

For course description consult Winter Quarter offerings.

F 1-5 + Lab

Spring

Carl D. Schneider

Assistant Professor of Religion and
Personality

Meadville/Lombard Theological School
Cluster Pastoral Care Faculty

CLUSTER DAY COURSES

A continuing concern of the Cluster is to enrich the teaching-learning experiences of students and faculty from each of its member institutions. The Cluster therefore seeks to enable students to have increased access to outstanding teachers and courses and to groups of students which they would otherwise be unlikely to encounter. The Cluster likewise seeks to enable faculty members to participate in rewarding teaching relationships with students and colleagues who represent traditions and perspectives not customarily encountered in their own institutions.

A special curricular structure, known as "Cluster Day," has been created to encourage and facilitate such interchange, especially between urban and suburban member schools. During each quarter, usually on Thursday, several outstanding electives which are representative of various disciplines and heritages in the Cluster are offered at locations which constitute an equitable distribution of travel time among the participating students. Each course is scheduled to meet only once a week and to avoid rush-hour traffic. The first session of each course is held on the campus of the designated instructor. Thereafter the number of students enrolled from the respective seminaries provides the basis upon which each class will work out an equitable determination regarding the location and number of future weekly sessions. Such a principle of operation permits the location at which each Cluster Day course is offered to be highly responsive to the level of interest and initiative of students from the respective schools.

Enrollment in all Cluster Day courses is open to students through the regular cross-registration procedures which are operative among the Cluster schools.

1976-77 Cluster Day Courses*

FALL

JSTC B-413

Immortality and Resurrection

A theology of immortality and resurrection presupposes a number of anthropological assumptions. The New Testament's presentation of the resurrection of Jesus will be studied in the light of such assumptions. The course will focus largely on developments in Paul's theology of resurrection, on Mark's narrative of the empty tomb, and on Luke's theology of the recognition of the risen Lord. Requirements to be determined. Initial session at LSTC.

W 2-4:45

Fall

Eugene A. LaVerdiere, S.S.S.

Adjunct Assistant Professor of Biblical
Theology

Jesuit School of Theology in Chicago

MTS T-411 (4)

Interpretations of the Human Condition

A consideration of contemporary attempts to articulate what it is to be "human," with special attention to the relevance of these efforts for theological anthropology. Readings from such

authors as Philip Slater, Philip Rieff, Bruno Bettelheim, Hannah Arendt, B. F. Skinner, Ernest Becker, Robert Heilbroner, Elizabeth Janeway, and Jurgen Habermas. Initial session at LSTC.

Th 2-4:50

Fall

Lewis S. Mudge

Professor of Theology

McCormick Theological Seminary

BTS M-571

Celebrative Arts: Drama

An approach to the dramatic arts as teaching servants of the church. Acting is viewed as a program of self-discovery and development under the influence and inspiration of the dramatic text. Course approaches include dramatic and theological analysis of plays, selected class productions, projects for use in education and in worship, and Chicago area theater attendance. Initial session at BTS.

W 7-9:30 pm

Fall

LeRoy E. Kennel

Professor of Communications

Bethany Theological Seminary

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

WINTER

CCTS B-439 (3 or 4)

Male and Female in the Ancient World

A seminar on sexual identity and roles in Jewish, Greco-Roman and early Christian thought and practice. Major foci will include marriage laws and customs, sexual asceticism, cultic regulations relating to sex, goddesses and priestesses, and homosexuality. Attention will be given to the socio-economic status of women in the period. Prerequisite: an introductory course in the New Testament. Initial session at CTS.

Th 1-4

Winter

Adela Yarbro Collins

Assistant Professor of New Testament
McCormick Theological Seminary

Robin J. Scroggs

Professor of New Testament
Chicago Theological Seminary

JSTC T-488

Introduction to Process Theology

Initial lectures, selected readings, and discussions on the process thought of Whitehead will move into a study of contemporary process theologies of God, Christ, and the church. Paper required. Final written or oral exam. Initial session at JSTC.

M 3:30-5:30

Winter

Michael Montague, S.J.

Associate Professor of Historical Theology
Jesuit School of Theology in Chicago

CCTS T-472

Communicating the Gospel in an Age of Science

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new perspectives, and to prepare a research paper and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may in-

clude issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those treated in selected works of the convenors. Readings in the methodology and philosophy of science may include issues such as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*, Kuhn's *The Structure of Scientific Revolution*, Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scientific background helpful but not necessary. Initial Session at LSTC.

Th 2-5

Winter

Philip J. Hefner

Professor of Systematic Theology
Lutheran School of Theology at Chicago

Ralph W. Burhoe

Director

Center for Advanced Studies in Religion and
Science

CCTS M-495

Ecumenical Spirituality

This is a companion course to CTU M-410 which explores the presuppositions and conditions of spirituality in an ecumenical context. An approach to ecumenical spirituality will be established, and particular common issues explored from the richness of various traditions, contemporary theology and phenomenology of religious experience. Issues touched will be: the role of community in spiritual experience, renunciation, prayer and growth in prayer, spiritual growth and psychological growth. Initial session at CTU.

Th 2-4:30

Winter

Damien Isabell, O.F.M.

Assistant Professor of Spiritual Theology
Catholic Theological Union

Lynn R. Buzzard

Assistant Professor of Ministry
Northern Baptist Theological Seminary

SPRING

CCTS B-438

The Social History of the Pre-Constantinian Church

Beginning with a study of the social matrix out of which the Christian churches emerged, the course will follow the early church, using sociological models and tools to discover the concrete realities of the societies created by faith

in Jesus the Christ. Topics such as social stratification, the dynamics of roles and intramural structures, the development of an articulated Christian culture, and the relationship between societal reality and theological expressions will be considered. Prerequisites: introductory work in New Testament and early church history. Initial session at CTS.

Th 9:30-12:30 Spring

Robin J. Scroggs

Professor of New Testament
Chicago Theological Seminary

Graydon F. Snyder

Professor of Biblical Studies
Bethany Theological Seminary

NBTS T-464

The Black Church and the Conflict Between Church and Culture

The purpose of this course is to identify and examine some of the roles, opportunities and limitations of the Black church in dealing with selected contemporary conflicts in our culture. Initial session at NBTS.

Th 7-9 pm Spring

Colvin Blanford

Instructor in Black Studies and Urban Church
Northern Baptist Theological Seminary

CCTS E-489

The Church's Peace Ministry: Issues and Perspectives

What can the churches contribute to world peace? What understandings of world peace might guide religious thought and action toward a world without war? What theological and political standards are involved in setting limits and determining priorities for peace activities? How can the concern for world peace become a regular part of ministry at every level of church life? Eight Chicago-area seminary faculty including the instructors of this course have met regularly as the curriculum development task force of the World Without War Council-Midwest to design an experimental course addressing these questions. The course is expected to treat such topics as: the global political conditions for peace; the means and limits of citizen action for peace in the United States, with special emphasis on the role of the churches; and the theological bases for, and meanings of, the issues of global politics and citizen action. Initial session at CTU.

W 3:30-6 Spring

Lowell W. Livezey

Executive Director
World Without War Council-Midwest

F. Burton Nelson

Professor of Theology and Ethics
North Park Theological Seminary

John T. Pawlikowski, O.S.M.

Associate Professor of Ethics
Catholic Theological Union

Tyler Thompson

Professor of Philosophy of Religion
Garrett-Evangelical Theological Seminary

CCTS M-441

Parish-Based Ministry with Public Community Colleges

The course will examine the history, development, nature and uniqueness of public community colleges in the context of American higher education. Arenas of potential contact and ministry in relation to the colleges will be explored. Resources at the colleges which are helpful to parishes will be considered. Models of ministries now being implemented across the country will be reviewed. Field trips will be conducted to the main campuses of several colleges, including an urban campus serving predominantly minority students and a suburban campus serving predominantly white students. Community college personnel (such as students, faculty, and administrators) and parish pastors who have related to their local colleges in creative ways will also serve as resource persons. Common readings and individual or group research projects leading to final papers.

McGown Th 7-10 pm Spring

CCTS M-501

Symposium in Psychology and Religion

The course will be different each time it is offered, as it will focus on some persons, topics, or issue of current interest in the broad fields of psychology and religion. Instructors from various schools, experts on pertinent subjects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. Initial session at LSTC.

W 2-3:50 Spring

John W. Stettner

Professor of Pastoral Care and Counseling
McCormick Theological Seminary
Cluster Pastoral Care Faculty

CLUSTER BLACK STUDIES

The Cluster endeavors to strengthen and to stimulate initiatives on the part of its member institutions to the issues posed for theological education and ministry by the experiences and perspectives of Blacks. An important structural expression of this endeavor is the Cluster Black Studies Committee. With staff support from the Cluster Black Studies Coordinator, the Committee exercises such leadership functions as the following: (1) to assist Blacks of the Cluster in articulating their concerns and to assist Cluster institutions in addressing such concerns; (2) to design strategies for incorporating issues raised by the experiences and perspectives of Blacks into the mainstream of the consciousness and curricula of the several institutions; (3) to plan activities which educate members of the Cluster community regarding the nature and effects of racism and of ways in which it may be effectively overcome; (4) and to facilitate the development of resources to fund and staff such enterprises as the foregoing.

Approximately 54 Black students are pursuing studies in Cluster schools.

The several Cluster institutions engage the following Black faculty, who represent the indicated areas of expertise:

Robert M. Allen, Jr.	(BTS), Humanities and Religion
Colvin Blanford	(NBTS), Black Studies and Urban Church
Alvin Bridges	(CCTS), Ministry
Albert P. Pero, Jr.	(BTS, DIT, LSTC), Religious Education and Constructive Theology
C. Shelby Rooks	(CTS), Ministry
Charles S. Spivey	(CCTS), Ministry
Franklin D. Warren	(CCTS), Ministry

1976-77 Courses Related to Black Studies*

FALL

CTS CM-305 (1½)

Ministry in the Black Church

An examination of the role and functions of the Black minister in the U.S., including varieties of ministry and differences in style among them.

Rooks TBA Fall

CTU W-446

Initiatory Rites and Christian Initiation

This course will include a review of initiatory rites in traditional societies, their nature, function and significance, with special consideration of Jung's theory of the collective unconscious and the realization of self, and finally the study of the ritual of death and rebirth found in both traditional initiatory rites and in the sacraments of Christian initiation. African churches which have used the concept and practice of initiatory rites in the preparation, liturgy and celebration of the sacraments of Christian initiation will be used as illustrations.

Barbour TTh 10:30-11:45 Fall

NBTS M-492

Conflict, Conciliation and Communication

Exploration of approaches to conflict, conflict resolution, and conciliation skills from the perspectives of communication theory, therapeutic communication, the dynamics of intrapersonal, interpersonal, intra-group, intergroup conflict. Team teaching will focus on intercultural and interracial conflict with special focus on the contributions of the Black experience. Prerequisite: Personality and Religion or equivalent.

Augsburger/Warren Th 1:10-3:40 Fall

CTU E-570

Theology of Revolution

In order to provide a realistic context in which to theologize about revolution, the course will begin with an introduction to concrete revolutionary situations past and present. These will be interpreted through readings from Crane Brinton, Hannah Arendt, and Franz Fanon. The scene will then shift to the theological ethical

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

sphere as various attempts to construct a theology of revolution by contemporary Christian authors are examined in some depth. There will be a particular focus on the writings of Latin American theologians but the models put forward by North American authors will also have a hearing. The final part of the course will involve a discussion of constructive statements on a theology of revolution by members of the seminar.

Pawlikowski Th 2-4:30 Fall

DIT M-508, 509, 510 (6)

The Minister as Advocate for the Poor

In this course the student-minister is placed as paralegal aid at the Mid-South Law Office in south Chicago. After an initial period of training in welfare and tenant-landlord law procedures, he would begin interviewing and working with people eligible for government-entitled mandatory public assistance. Besides interviewing, the student would deal with the Dept. of Public Aid, and represent the poor at administrative hearings. On-the-job supervision is provided weekly by a supervising attorney, and the student also participates in theological reflection sessions weekly. Placement in Latino communities is available. Two credits awarded each quarter.

Kennedy TBAr Fall/Winter/Spring

WINTER

CTS TEC-455 (1½)

Seminar in Contemporary Black Authors in Religion

A critical reading of such authors as J. and C. Cone, Roberts, Wilmore and Jones.

Rooks M 3:30-5 Winter

CCTS M-471 (3 or 4)

Patterns in Urban Ministry

An examination of various models of urban ministry extant in Chicago area. On-site observation will be part of the effort at understanding viable patterns of ministry in the city. The course will aim at developing relevant strategies based upon our exploration of current models.

Benne/Dudley M 7-10 pm Winter

CTU W-537

Independent Churches and Church Indigenization in Africa

This course will include an introductory review of how Western Christianity has expanded

throughout Africa, and other origins of missionary churches. From this perspective will be examined the phenomenon of the rapid expansion of Independent Churches and Messianic movements breaking away or growing apart from Western missionary churches. A study of the African Christian doctrine and practices developed by these emerging churches and their significance will help us to understand the process of indigenization throughout Africa; with particular attention given to the case study of a church in southern Africa in the process of indigenization.

Barbour TTh 10:30-11:45 Winter

DIT M-509 (2)

The Minister As Advocate for the Poor

For course description consult Fall Quarter offerings.

Kennedy TBAr Winter

SPRING

CCTS H-445 (3 or 4)

Church and Mission in Contemporary Africa

Christian growth and ministry in the world's fastest growing area of Christian community will be studied along with the African contribution to contemporary theology and mission in the world. Focus will be on East African countries. Themes to be discussed are: the Africanization of Christianity, the moratorium issue, the dialogue between Christianity and African traditional religion, and the implications of African Socialism for the life and mission of the churches. Seminar approach, with shared leadership by African visiting professor, Bishop E. E. Mshana. The course will include an optional period of travel of approximately three weeks in East Africa.

Evans/Scherer/Mshana Th 2-4:50 Spring

NBTS T-464

The Black Church and the Conflict Between Church and Culture

The purpose of this course is to identify and examine some of the roles, opportunities and limitations of the Black church in dealing with selected contemporary conflicts in our culture. Initial session at NBTS.

Blanford Th 7-9 pm Spring

BTS T-459

Theology and Literary Arts

A study of various images of heroism in the American imagination through selected novels and plays. Particular attention will be given to

the interplay between such themes as forest and settlement, individual and community, innocence and maturation, and the fate of the lonely "hero" in relation to the "alien tribe." Through the contribution of one of the instructors and the inclusion of selected novels, specific attention will be given to the Black experience in relation to American culture.

Groff/Allen M 3:30-6 Spring

JSTC E-442

Slavery and Emancipation

An exploration from a theological perspective of the developing Christian response to the socio-political institution of "slavery" from the pre-Christian Old Testament prophets, through the New Testament period, into the era of emancipation, up to contemporary efforts to deal with the New World and with post-industrial society's moral equivalents of slavery - the "wage" system in industrial society and the "welfare" system in political society, as well as the "imperialist" system in international society.

Attention will be given to means employed in various eras to end oppression or restrain brutality involved in "work" systems and class systems, especially as these relate to property "ownership" and political power. Investigation of theological significance of Marx's concept of "alienation" and its relationship to current problems. Specialization by each participant in comparative examination of any historically past issue in relation to a contemporary problem area; oral presentation and concluding, written reflection.

Bresnahan, with Meyers TBAr Spring

LSTC M-453

Preaching the Christian Gospel Today

This course aims to explore the problems and possibilities in speaking and doing good news today in light of concrete issues and situations. The content, grammar and language of Gospel are themes which will be discussed. Students will be asked to help describe issues and situations, and then present papers which show how Gospel can be spoken in this concrete context. Limited enrollment; admission by approval of instructor.

Niedenthal/Spivey MW 3:30-4:45 Spring

DIT/BTS M-425

Global Conscientization and its Effects on Religious Education Relative to the Black Community

A careful study and evaluation of a pedagogical

process by which a person or a people gain a new awareness of their own reality, the forces which objectify and oppress them within that reality, and the potentiality for becoming the subjects of their own liberation (redemption) as well as becoming the agents of change for religious education. Readings, discussions, lectures, projects. Class sessions held at DeAndreis.

Pero Th 1-3:30 Spring

MTS M-408 (2)

Church Strategies for Changing Communities

In metropolitan America, almost every community is in transition, from the racial changes in the center of the cities, to the rural-suburban transition on the growing edge, including all the aging of communities in between. The course will study cases and visit places of transition to determine the causes and patterns of changing communities. Special attention will be given to the positive role of the church in community change, and to the negative consequences of indecision in the midst of change. Open to pastors and laypersons as well as students.

Dudley/Bridges Sunday afternoons Spring

CCTS I-460 (6 or 9)

Cross Cultural Communication

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own.

At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 20-23.

Armendariz/Barbour/Boberg/Pero

M 9-3; W 3:30-9:30 pm Spring

DIT M-510 (2)

The Minister as Advocate for the Poor

For course description consult Fall Quarter offerings.

Kennedy TBAr Spring

CLUSTER WOMEN'S ISSUES

The Cluster undertakes to support and to advocate commitments by its member institutions to the issues raised for theological education and ministry by the experiences and perspectives of women. A significant organizational manifestation of this undertaking is the Cluster Women's Issues Committee. With staff support from the Cluster Women's Issues Coordinator, the Committee provides such leadership functions as the following: (1) to assist women of the Cluster, including spouses, in expressing their concerns and to assist Cluster institutions in responding to such concerns; (2) to design strategies for incorporating the issues posed by the experiences and perspectives of women into the focal awareness and programming of the various institutions, (3) to plan activities which educate members of the Cluster community regarding the nature and effects of sexism and of means by which it may be effectively overcome; and (4) to facilitate the development of resources to fund and staff such enterprises as the above. Activities through which the Committee seeks to serve women and the larger Cluster constituency include publication of a periodical, *PersonAge*; formulation and presentation of specific curricular and personnel recommendations related to women's concerns; consultation and cooperation with women's caucuses and wives' groups in the respective Cluster schools; and sponsorship and leadership of such programs and projects as conferences, workshops, retreats, orientations, survey research, film and dialogue groups, socials, and student-faculty rap sessions.

Approximately 213 women students are pursuing studies in Cluster schools.

The several Cluster institutions engage the following women faculty, who represent the indicated areas of expertise:

Claude Marie Barbour	(CTU), World Mission
Elinor Berk-Schaibly	(CCTS), Ministry
Jean Bozeman	(LSTC), Religious Education
Adela Yarbrow Collins	(MTS), New Testament
Lois Dideon, r.c.	(CTU, JSTC), Ministerial Program
Mary Donahey, r.c.	(CTU), Ethics
Irene Dugan, r.c.	(JSTC), Ministerial Program
Nancy R. Faus	(BTS), Ministry
Shirley J. Heckman	(BTS), Christian Education
Gloria Heineman, r.c.	(JSTC), Ministerial Program
Joyce Kemp, r.c.	(JSTC), Ministerial Program
Lauree Hersch Meyer	(BTS), Historical Theology
Ann B. Rathbun	(CTS), Clinical Studies
Martha Snyder	(CTS), Clinical Studies
Marjorie Tuite, O.P.	(JSTC), Ministerial Program and Social Structures in Ministry
F. Ellen Weaver	(MTS), Church History
Barbara Brown Zikmund	(CTS), Church History

1976-77 Courses Related to Women's Issues *

FALL

MTS M-310 (4)	with opportunities, problems, and questions encountered by women who are planning to enter into parish ministry. The focus will initially be
Women as Pastors	
A broad, introductory course which will deal	

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

on the role and identity of "pastors" as it has been defined and perceived by both clergy and laity in the past (understanding what has traditionally been a male model). It will then turn to the dynamics of change within the Church as women assume increasing leadership in ministry to congregations, addressing in particular the question of how changes in traditional roles affect the identity of men and women, both clergy and laity. Course will include dialogue with and panel discussions among: women pastors (employed and unemployed), spouses of male and female pastors, and male pastors who have worked closely with women on their staff.

Adj. M 7-9:50 pm Fall

NBTS T-453

Liberation Theology

Begins with an examination of the older "social gospel" liberalism and leading tenets in Marxist thought. Contemporary theologies of Black Liberation, Women's Liberation and Third World Liberation are then discussed, and their relationship to present-day theologies of Process, History and Hope explored.

Finger MWF 11:30-12:20 Fall

WINTER

CCTS B-439 (3 or 4)

Male and Female in the Ancient World

A seminar on sexual identity and roles in Jewish, Greco-Roman and early Christian thought and practice. Major foci will include marriage laws and customs, sexual asceticism, cultic regulations relating to sex, goddesses and priestesses, and homosexuality. Attention will be given to the socio-economic status of women in the period. Prerequisite: an introductory course in the New Testament. Initial session at CTS.

Collins/Scroggs Th 1-4 Winter

CTS TEC-434

Contemporary Liberation Theologies

Readings and discussions of representative writings of contemporary "liberation" theologians. Members of the seminar will discuss selected readings for the first six or seven weeks of the term. Following this common experience, participants will prepare papers focused on their special interests during a reading period. These papers will be discussed in the closing sessions of the seminar.

Schroeder Th 1:30-4:30 Winter

MTS M-443 (4)

Counseling: Changes in Roles and Role Perceptions for Women

This course will focus on methods of counseling women whose roles and life situations are in transition, i.e.: marriage to divorce, career to retirement, non-mother to mother, etc. Another focus will be counseling women whose perceptions change within roles. The concern will be to explore alternatives to counseling models which tend to reinforce stereotypical understandings of women's roles and women's responses to ongoing circumstances in their lives. There is no prerequisite for the course, but it is presumed that students who register for this course will have had an introductory level course or the equivalent.

Adj. M 2-4:30 Winter

SPRING

CTS CH-411

Exegesis of the Old Testament III

An exegetical study of an Old Testament book or part thereof. The knowledge of Hebrew is not prerequisite, but reference is made in an understandable way to the original terminology of the text under consideration. In 1977 the series deals with Deborah, Ruth, Esther, Judith, and Suzanna.

Lacocque TTh 8:30-10 Spring

MTS H-446 (4)

Records of Significant Women in Pre-Reformation Christianity

A study of the roles of women in church and society from the New Testament period to the sixteenth century, with attention both to general role models at different periods and to particular women such as Macrina (sister of Basil), Scholastica (sister of Benedict), Clare ("sister" of Francis), Christine de Pisan, Julian of Norwich, and Teresa of Avila. The course will also treat several contemporary synthesizers, such as George Tavard, Mary Daly and Joan Morris, in the light of the earlier positions of women in Christianity.

Weaver F 2-4:50 Spring

JSTC H-418

History of Christian Mysticism: 16th Century Spanish Mystics

A comparative study of Teresa of Avila (with John of the Cross and Ignatius of Loyola, through a reading and discussion of their spiritual autobiographies and other writings,

e.g. *Interior Castle*, *Ascent of Mount Carmel*, *Spiritual Exercises*, letters, etc.) Class reports. Final oral or written examination.

Montague Th 3:30-5:30 Spring

CTS TEC-479

Images of Woman and Man

An examination of historical images of woman and man in western culture and of current images arising from biological and behavioral sciences. These will be considered in relation to the Judeo-Christian tradition and current attempts to come to terms with changing sex roles.

Meyners/Wooster Th 7-10 pm Spring

CCTS I-460 (6 or 9)

Cross-Cultural Communication

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own. At the same time the concentration will provide a

wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 20-23.

Armendariz/Barbour/Boberg/Pero

M 9-3; W 3:30-9:30 pm Spring

JSTC T-558

Mary and the Christian Tradition

The study of Mariology not only reveals the cultural development of the feminine aspect of God (her embodying the role of the Holy Spirit) but also the changing models of the ideal Christian believer. This course will study not only the development of the Catholic doctrine of Mary from Scripture through tradition, but will also attempt to relate it to changing cultural forms, to the doctrine of the Holy Spirit, and to the emerging importance of the feminine today. Some lectures, assigned readings for discussion, and a final paper.

Sears TTh 9-10:15 Spring

CLUSTER LATINO STUDIES

The Cluster seeks to foster and enhance the concern of its member institutions for issues generated in theological education and ministry by the experiences and perspectives of Latinos. The Cluster's efforts are guided through its Latino Studies Committee, which is comprised of representatives from the several schools.

The Committee provides leadership in addressing such functions as the following: (1) to assist Latinos of the Cluster in voicing their concerns and to assist Cluster institutions in responding to such concerns; (2) to frame proposals for incorporating issues represented by the experiences and perspectives of Latinos into the understandings and program offerings of the several institutions; (3) to plan activities which educate members of the Cluster community regarding the nature and effects of ethnic discrimination and of means by which it can be effectively overcome; and (4) to facilitate the development of resources to fund and staff such enterprises as the above.

Approximately 41 Latino students are pursuing studies in Cluster schools.

1976-77 Courses Related to Latino Studies*

CCTS I-460 (6 or 9)

Cross-Cultural Communication

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own. At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 20-23.

Armendariz/Barbour/Boberg/Pero

M 9-3; W 3:30-9:30 pm Spring

MTS B-502

Biblia

The course will be a study of the Old Testament with emphasis on the major themes and a general knowledge of content. Themes and content will be approached with insight into the needs of the Hispanic community. This course is offered in Spanish only.

Adj. TBAr TBAn

MTS B-513

Del Texto al Sermón: Gálatas

An exegesis course on the book of Galatians. Review of the text will help the student in preparation and preaching in the context of an Hispanic congregation. The course will be offered bi-lingually, depending on the demand. If all students enrolled are Spanish-speaking the course will be taught in Spanish.

Armendariz TBAr TBAn

JSTC H-418

History of Christian Mysticism: 16th Century Spanish Mystics

A comparative study of Teresa of Avila (with John of the Cross and Ignatius of Loyola, through a reading and discussion of their spiritual autobiographies and other writings, e.g. *Interior Castle*, *Ascent of Mount Carmel*, *Spiritual Exercises*, letters, etc.) Class reports. Final oral or written examination.

Montague Th 3:30-5:30 Spring

MTS H-511

The Development of Hispanic Protestantism in the United States

The design of the course will give students a knowledge and appreciation of the history and development of Protestant ministry among Hispanics in the U.S. Specifically, modes of ministry will be studied, including attitudes and values employed in such modes.

Armendariz TBAr TBAn

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

MTS T-501**Teología Protestante**

The focus of the course is to consider Protestant theology within the Hispanic context, tracing its impact on Hispanics as well as the importance of contemporary Hispanic theological interpretation. This course will be offered bilingually, depending on the demand. If all students enrolled are Spanish-speaking, the course will be taught in Spanish.

Adj. TBAr TBAn

CTS TEC-426

Political Theology

An examination of the possibility of a political hermeneutic, based on the work of Metz, Moltmann, Lochman, Soele, Alves and Assmann. The discussion will consider the relation of a political theology to political ideologies, correspondence and separation between religion and politics, connections with theologies of liberation, the relevance of a political theology to some representative problems in poverty and racism.

Meyners MF 10:30-12 Spring

CTS TEC-434

Contemporary Liberation Theologies

Readings and discussions of representative writings of contemporary "liberation" theologians. Members of the seminar will discuss selected readings for the first six or seven weeks of the term. Following this common experience, participants will prepare papers focused on their special interests during a reading period. These papers will be discussed in the closing sessions of the seminar.

Schroeder Th 1:30-4:30 Winter

NBTS T-453

Liberation Theology

Begins with an examination of the older "social gospel" liberalism and leading tenets in Marxist thought. Contemporary theologies of Black Liberation, Women's Liberation and Third World Liberation are then discussed, and their relationship to present-day theologies of Process, History and Hope explored.

Finger MWF 11:30-12:20 Fall

CTU E-570

Theology of Revolution

In order to provide a realistic context in which to theologize about revolution, the course will begin with an introduction to concrete revolutionary situations past and present. These will be interpreted through readings from Crane Brinton, Hannah Arendt and Franz Fanon. The scene will then shift to the theological ethical sphere as various attempts to

construct a theology of revolution by contemporary Christian authors are examined in some depth. There will be a particular focus on the writings of Latin American theologians but the models put forward by North American authors will also have a hearing. The final part of the course will involve a discussion of constructive statements on a theology of revolution by members of the seminar.

Pawlikowski Th 2-4:30 Fall

MTS M-509**Teología Pastoral**

The class will explore the Hispanic pastor's role in the Hispanic community as the pastor applies theological knowledge in the practice of ministry. This course will be offered bilingually, depending on the demand. If all students enrolled are Spanish-speaking, the course will be taught in Spanish.

Adj. TBAr TBAn

MTS M-506**Literatura y Predicación**

The use of Hispanic literature in preaching is the main purpose of this course. Selected readings in Spanish will be considered, where religious emphasis makes them relevant for contemporary preaching. Spanish required.

Adj. TBAr TBAn

MTS M-510**Educación Cristiana**

The course will review resources for the purpose of developing Christian educational materials for Hispanic congregations. The point of the study will be on the relevancy of educational materials within the Hispanic need and context. Spanish required.

Adj. TBAr TBAn

DIT M-508, 509, 510 (6)**The Minister as Advocate for the Poor**

In this course the student-minister is placed as a paralegal aid at the Mid-South Law office in south Chicago. After an initial period of training in welfare and tenant-landlord law procedures, he would begin interviewing and working with people eligible for government-entitled mandatory public assistance. Besides interviewing, the student would deal with the Dept. of Public Aid, and represent the poor at administrative hearings. On-the-job supervision is provided weekly by a supervising attorney, and the student also participates in theological reflection sessions weekly. Placement in Latino communities is available. Two credits awarded each quarter.

Kennedy TBAr Fall/Winter/Spring

COURSES OF STUDY

The following courses of study are offered during the present academic year by the member schools of the Cluster. Information on courses to be offered in subsequent years by the several schools may in some cases be obtained from their respective current catalogs.

Each course number is preceded by the initials of the institution(s) by which it is offered, *viz*:

BTS—Bethany Theological Seminary	M/L—Meadville/Lombard Theological School
CTS—Chicago Theological Seminary	MTS—McCormick Theological Seminary
CTU—Catholic Theological Union	NBTS—Northern Baptist Theological Seminary
DIT—DeAndreis Institute of Theology	CCTS—Chicago Cluster of Theological Schools
JSTC—Jesuit School of Theology in Chicago	CRPC—Center for Religion and Psychotherapy of Chicago
LSTC—Lutheran School of Theology at Chicago	CSRE—Center for Studies in Religious Education

Most Cluster schools employ the following lettering system for designating the field of each course of study:

B	— Biblical Studies
H	— Historical Studies
T	— Theological Studies
E	— Ethical Studies
W	— World Mission Studies
M	— Ministry Studies
I	— Interdisciplinary/Integrative Studies

Chicago Theological Seminary employs the following lettering system for designating the field of each course of study:

CH	— Christian Heritage
TEC	— Theology, Ethics and Contemporary Culture
CM	— Christian Ministries

The Cluster schools employ a common numbering system for designating the level of each course of study. The levels of study are as follows:

300-399	Introductory
400-499	Intermediate
500-599	Advanced
600-699	Doctoral (D.Min., S.T.D., Th.D.)

Unless otherwise noted, all courses are offered for 3 quarter hours credit. Exceptions are noted in **parentheses** following the course number.

The following abbreviations are employed at appropriate points:

Adj.	— Adjunct faculty (to be announced)
TBA _n	— To Be Announced (by the instructor or institution)
TBA _r	— To Be Arranged (by the instructor in consultation with students)

Biblical Studies: Old Testament

Tutorial or independent study is available in a variety of areas in most fields of the curriculum in all quarters, upon request of the student and upon approval of the instructor.

I. BIBLICAL STUDIES

A. OLD TESTAMENT

BTS/NBTS B-323

Introduction to the Old Testament I: History and Archaeology

A study of the history of Israel from 2000-65 BC with special emphasis on major events. The importance of archaeological discoveries is investigated. Students will be required to read from a good translation, Genesis -- II Kings.

Bjornard MWF 10:30-11:20 Fall

BTS/NBTS B-324

Introduction to the Old Testament II

In the second quarter the course will examine the later prophets and the writings with particular attention to Amos, Hosea, Isaiah, Jeremiah and Ezekiel. The student's task will be to write an exegetical paper on a pericope selected from one of these prophetic books.

Neff MWF 10:30-11:20 Winter

BTS/NBTS B-325

Old Testament Theology

A study of the origin and development of principal teachings of the Old Testament, as it is inspired by Divine revelation in the context of surrounding cultures and religions.

Neff/Bjornard MWF 10:30-11:20 Spring

CTS CH-301

The People and Faith of Israel I

An introduction for beginning students to the problems of the historical and theological interpretation of the Old Testament against the background of the development of historical critical methods of biblical study.

Lacocque MWF 9-9:50 Winter

CTU B-300

Old Testament: Introduction

Select passages from the books and major traditions of the entire Old Testament will be studied against the background of Israel's history, religion and literary genres. The primary goal of this course is a controlled knowledge of the Old Testament in preparation for future in-depth study of individual sections.

StuhlmueLLer MWF 10-10:50 Fall

StuhlmueLLer M 7-9:30 pm Fall

DIT B-341

General Introduction to Scripture

This course explains the theological understanding of inspiration, canonicity, and magisterium in regard to the Bible as they emerge from the Scriptures themselves. It studies also the history of the text, translations, archaeology, biblical geography and the history of exegesis. The course also explains some preliminary notions about methodologies. Book reports and an examination are required.

Fischer/Walsh MWF 10:10-11 Fall

JSTC B-300

Old Testament I: Second Millennium B.C.

A series of key-lectures and discussions to assist the student in fulfilling syllabus requirements for the following sections of the Old Testament: Pentateuch, Joshua, Judges, and I Samuel up to the establishment of David as king in Jerusalem. Choice of either two ½-hour oral examinations or a 1-hour written examination. This written examination may be combined with a similar examination at the conclusion of Old Testament II to form a 2-hour examination on both Old Testament I and Old Testament II.

DeVault TTh 10:30-11:45 Fall

JSTC B-302

Old Testament II: First Millennium B.C.

A series of key-lectures and discussions to assist the student in fulfilling the syllabus requirement for the following sections of the Old Testament: Deuteronomic History (continued), Prophets, postexilic Historical Books, Wisdom Literature, Apocalyptic. Choice of either two ½-hour oral examinations or a 1-hour written examination. This written examination may be combined with a similar examination at the conclusion of Old Testament I to form a 2-hour examination on both Old Testament I and Old Testament II.

DeVault TTh 10:30-11:45 Winter

LSTC B-310

Old Testament Studies I

Introduction to the Pentateuch and survey of

Biblical Studies: Old Testament

B

Israel's history through the United Monarchy with particular attention given to the problems of Exodus and Conquest.

Fuerst Fall
MWF 9-9:50 (plus 1 of 4 discussion hours)

LSTC B-311

Old Testament Studies II

A study of the prophetic movement from Elijah to the post-exilic prophets and the beginning of eschatology and apocalypticism in the Old Testament.

Michel Winter
MWF 9-9:50 (plus 1 of 4 discussion hours)

LSTC B-312

Old Testament Studies III

An introductory survey course of the Psalms, Wisdom, and other writings, the Intertestamental and Rabbinic literatures (Talmud) and the problems of Old Testament Hermeneutics.

Michel Spring
MWF 9-9:50 (plus 1 of 4 discussion hours)

MTS B-301 (4)

The Yahwist Revolution: Introduction to the Old Testament

Introduction to Israel's antecedents, birth as a people, and early life as a nation, focusing on Genesis -- I Samuel. Attention is given to appropriate critical methods for general Old Testament study, and to the content and theology of Israel's early epic traditions and law.

Boling TTh 11-12:50 Fall

MTS B-312 (4)

From David to Daniel: History, Literature, Theological Ferment

A study of the Israelite and Jewish literature from II Samuel to I Maccabees, giving in-depth attention to representatives of each canonical division and literary category. Prerequisite: The course presupposes familiarity with critical method, as acquired in MTS B-301 or its equivalent.

Boling MW 11-12:50 Winter

CTS CH-310

Exegesis of the Old Testament I

The first chapters of the book of Exodus are selected here. From the start they give a summary of the theme of the exodus, the bearing of which on Israel's thinking and history has remained unparalleled. These chapters are among the richest and the most difficult of the whole Bible.

Lacocque MWF 9-9:50 Spring

CTU I-315

Interpretation and Ministry

For course description consult Interdisciplinary/Integrative Studies offerings.

Senior/Schreiter MW 12-1:15 Spring
Senior/Schreiter MW 2-3:15 Spring

DIT B-442

Old Testament Survey I

This course (the first of a two-quarter sequence) begins the survey of the history and theology of the books of the Old Testament. An historical framework is offered within which the books of the Old Testament are considered within their literary categories. A synthesis of the Theology of the Old Testament is attempted. Emphasis is placed on methodologies of interpreting the literary genres. Book reports and a scholarly paper are required. Opportunity will be provided for some students to translate their academic work into popular communication by participation in lay discussion groups as an alternative to the scholarly paper. Prerequisite: DIT B-341 or equivalent.

Fischer/Walsh MWF 9:10-10 Winter

DIT B-443

Old Testament Survey II

This course continues the work of DIT B-442. Prerequisites: DIT B-341, 442, or equivalent.

Fischer/Walsh MWF 8:10-9 Spring

NBTS B-421

Hermeneutics

A study of the science of biblical interpretation. Through the use of selected and representative passages of Scripture, the various disciplines necessary in biblical interpretation come to be understood and developed. Prerequisites: BTS/NBTS B-323, 324, 325, or equivalent.

Bjornard MWF 10:30-11:20 Winter

JSTC B-405

Old Testament Themes

Exercises in theological reflection on significant components of Hebrew tradition, with a view toward their relevance to the faith of the New Testament. Requirements to be determined.

DeVault MTh 2-3:15 Spring

LSTC B-421

Old Testament Pericopes

The practice of completing exegetical work before teaching or preparing a sermon on a biblical text is a lifelong and sacred obligation. This seminar provides an opportunity to sharpen the skills necessary for textual criticism and

Biblical Studies: Old Testament

literary, historical, theological and hermeneutical analysis with or without a knowledge of Hebrew.

Michel TTh 12-1:15 Fall

CTU B-400

Historical Exegetical Study of the Pentateuch

Historical-archaeological outline of 2nd millennium B.C. Patriarchal traditions viewed in the context of their literary origins. Exodus event as central to the understanding of the Old Testament.

Spilly MWF 10-10:50 Winter

Spilly MWF 11-11:50 Winter

LSTC B-423

Genesis 1-11

A study of Genesis 1-11, the purpose and function of these narratives in the Bible and their relationship to other Ancient Near Eastern literature.

Michel M 7-10 pm Spring

CTU B-405

The Deuteronomistic History

Deuteronomy and the deuteronomistic history. From the "conquest" to the end of the Kingdoms, stressing the deuteronomistic theology of history in the major events of the period.

Spilly TTh 9-10:15 Fall

JSTC B-408

The Book of Deuteronomy

An in-depth study of the origins, goals, theological positions, literary structure, and influence of this *summa theologica* of the Old Testament. Major paper or examination. Prerequisite: JSTC B-300, 302, or equivalent. At least four students must register for credit.

DeVault MTh 2-3:15 Fall

MTS B-426 (4)

Historiography in Israel and Judah

A study of the formation of the historical books in the Old Testament with special attention to the shattering impact of exile.

Boling TTh 11-12:50 Winter

MTS B-416 (4)

Joshua

A study of the book which portrays the conquest and settlement in Canaan, with special attention to the Deuteronomistic redaction and to the topography of the land. Prerequisite: MTS B-301 or equivalent.

Boling T 7-9:50 pm Spring

CTS CH-411

Exegesis of the Old Testament III

An exegetical study of an Old Testament book

or part thereof. The knowledge of Hebrew is not prerequisite, but reference is made in an understandable way to the original terminology of the text under consideration. In 1977 the series deals with Deborah, Ruth, Esther, Judith, and Suzanna.

Lacocque TTh 8:30-10 Spring

CTU B-425

Old Testament Wisdom Literature

Perennial themes: e.g., creation, suffering, birth-death; and attitudes, e.g., toward poverty, optimism, humanism, God -- as exemplified in the wisdom movement in Israel. Particular attention to the expression of these topics in Job, Proverbs, Qoheleth, Sirach, and Wisdom.

Spilly MWF 9-9:50 Spring

LSTC B-424

Job

The course will provide an opportunity to study the text of Job in the light of the most recent insights in Hebrew poetry and to strive for an understanding of the meaning and importance of Job for Old Testament theology and the message of the Church.

Michel MW 2-3:15 Winter

CTU B-420

Psalms

An intelligent and prayerful appreciation of the psalms will be sought by investigating their literary formation and their religious-liturgical usage in Israel. Select psalms will be studied from each literary or liturgical category, chosen for their importance to Israel, the New Testament or theological-pastoral issues today.

StuhlmueLLer T 7-9:30 pm Winter

MTS B-431 (4)

The Hebrew Story

Reading and analysis of the story genre in the Hebrew Bible, focusing especially on the stories which appear to have been composed in the era of the "Solomonic enlightenment" -- the Ark Narrative, episodes in the Court History of David, Ruth, etc. Prerequisites: MTS B-321, 322, or equivalent and MTS B-301 or equivalent. The use of Hebrew is required.

Campbell Th 2-4:50 Fall

MTS B-414 (4)

Isaiah

An exegetical study of the work of the Isaianic school during the sixth century, B.C.E. with special attention to the redaction of these 27 chapters. There will be opportunity for students who have learned Hebrew to put it to work,

but the course is open to those who have not studied Hebrew. Prerequisite: MTS B-301 or equivalent.

Campbell MW 11-12:50 Fall

CTU B-410

Pre-Exilic Prophecy

The origin of the "classical" or "writing" prophets in the unique genius of Mosaic Religion and in the early prophetic guilds. An exegesis of key passages in Amos, Hosea, and Jeremiah, to appreciate their particular contribution to the biblical religion then and now.

Stuhlmüller MW 2-3:15; Spring
Stuhlmüller T 7-9:30 pm Spring

CTS CH-410

Exegesis of the Old Testament II

An exegetical study of an Old Testament book or part thereof. The knowledge of Hebrew is not prerequisite, but reference is made in an understandable way to the original terminology of the text under consideration. In 1976: Jonah.

Lacocque TTh 8:30-10 Fall

CTS CH-402

Theology of the Old Testament II

An inquiry into the narratives of Genesis 1-11. The narrative as a literary genre. Its origins, its rationale, its aims. Symbolism, metaphor, myth, paradigm. A quest for hermeneutical principles in dealing with that type of tradition in Israel.

Lacocque MWF 9-9:50 Fall

JSTC B-414

History in the Old Testament

An investigation of the types of "history" in the Old Testament from myth to eye-witness account. "Historicity" of the various types as over against their "factuality." Major paper or examination. Prerequisite: survey of the Old Testament. At least four students must register for credit.

DeVault MTh 2-3:15 Winter

CTU B-490

Biblical Foundations of Mission

The attitude of the Bible towards the outside world will be investigated for direction in the world mission of the Church today. In the Old Testament special attention will be devoted to the cultural and moral interdependency of Israel with the nations as well as to such motifs as election, universalism of salvation and monotheism. New Testament study will focus on the

missionary discourses of the Gospels and examine the practical challenges to the Church's mission as reflected in Acts and the epistles. Senior/Stuhlmüller T 7-9:30 pm Fall

MTS B-502

Biblia

The course will be a study of the Old Testament with emphasis on the major themes and a general knowledge of content. Themes and content will be approached with insight into the needs of the Hispanic community. This course is offered in Spanish only.

Adj. TBAr TBAn

BTS B-520

Exodus

A detailed interpretation of the Book of Exodus. Neff Th 7-9:30 pm Fall

DIT B-517

The Psalms in the Cultic Tradition of the Bible

This course studies the cultic tradition in the Bible from the Priestly Tradition to the liturgical influences in the New Testament. Major attention is paid to the Psalms as an expression of Israel's cult and as influencing Christian worship. Individual psalms are studied from the standpoint of literary form and content. Their place and use in the cultic life of Israel is investigated. A synthesis of the principal theological axes is developed during the course. A final section deals with the use of the Psalms in the liturgical service of the Christian church. Book reports are required, as is a scholarly paper or participation in lay discussion groups. Prerequisites: DIT B-341 or equivalent and survey courses in Old Testament.

Fischer/Walsh MWF 1-1:50 Fall

DIT B-546

The Wisdom Tradition

A study of the historical origins of the Wisdom Tradition, the literary forms employed, and the development of this tradition in both the Old Testament and the New Testament. Attention will be paid to the main theological axes. Prerequisites: DIT B-341 or equivalent and survey courses in Old Testament and New Testament. Offered in response to student interest.

Fischer TBAr TBAn

NBTS B-524

Ezekiel

The book of Ezekiel will be studied, attempting to establish its historical setting, the personality of the author, the structure and the form of the

Biblical Studies: New Testament

text, as well as the content and theology of the book.

Bjornard MWF 2:10-3 Winter

NBTS B-526

Amos

The book of Amos will be studied, attempting to establish its historical setting, the personality of the author, the structure and the form of the text, as well as the content and theology of the book.

Bjornard MWF 2:10-3 Fall

NBTS B-527

Restoration Prophets

Restoration Prophets will be studied, attempting to establish their historical setting, the personality of the authors, the structure and form of the texts, as well as the content and theology of the books.

Bjornard MWF 2:10-3 Spring

DIT B-545

Minor Prophets of the Old Testament

A study of the Minor Prophets of the Old Testament. The traditio-historical method is followed to gain insight into the main theological trends of prophetic teaching. Prerequisites: DIT B-341 or equivalent and survey courses in Old Testament. Offered in response to student interest.

Fischer TBAr TBAn

DIT B-515

Apocalyptic Literature

A study of the historical origins of apocalyptic, samplings of the literature in the Old and New Testaments, and an investigation of the theological viewpoint within the political situation. Prerequisites: DIT B-341 or equivalent and survey courses in Old and New Testament. Offered in response to student interest.

Fischer TBAr TBAn

CTS CH-590

Tutorial Study

Tutorial study is available in many different areas of Old Testament studies.

Staff TBAr Fall/Winter/Spring

DIT B-590 (2 or 3)

Special Topics

Tutorials in various biblical topics are offered from time to time in response to student interest. They will be noted as they are taught under this number. Contact professor for subject.

Fischer/Walsh TBAr TBAr

MTS B-503 (4)

Biblical Seminar

Advanced study of a problem or range of problems on the frontier of Old and New Testament scholarship. Topic for 1976-77: "Grace: A Theological Concept." Prerequisites: Introductory work in Old Testament, New Testament, church history and theology. Hebrew or Greek required.

Campbell/Reeves TTh 2-4:50 Spring

B. NEW TESTAMENT

BTS B-330

Introduction to the New Testament

This course is designed to give the student an introduction to the life, times, and message of the New Testament as a basis for further study and use. The total range of background, content, text, canon, history of interpretation, and translation of the New Testament will come under study. This course or its equivalent is considered prerequisite for all other courses in the New Testament field.

Snyder WF 8-9:20 Spring

CTS CH-320

Communities of Faith

A four week intensive for entering students. The course will focus on the character and dynamics of the communities whose center of allegiance is Jesus Christ as Lord. Primary attention will be given to the earliest Christian communities, but their background in the Old Testament and early Jewish assemblies and their heirs in the contemporary churches will also be considered.

Scroggs TBAr Fall

CTU B-305

New Testament: Introduction

The writings of the New Testament will be presented in their historical, cultural, religious and sociological context in the Greco-Roman world. Introduction to the methodological tools employed in New Testament research and to the diverse theologies that comprise the New Testament witness to Jesus of Nazareth.

Karris MWF 9-9:50 Winter
Senior M 7-9:30 pm Winter

JSTC B-307

Pauline Writings

An introduction to the life and apostolic mission of Paul, situating Paul in the context of

Judaism, the greater Hellenistic and Roman world and developing Christianity. The Pauline writings will be considered in chronological order. Attention will be paid to the occasion which called for the letters and to the background and situation of their addresses. Problems and key concepts such as Paul's apocalyptic vision, Christian unity, the mission to the Gentiles, salvation history, gospel proclamation and fundamental Christian attitudes, will be treated in the order of their development in the Pauline corpus. Requirements: reading assignments in preparation for class lectures and discussions and short written assignments.

LaVerdiere TTh 9-10:15 Fall

JSTC B-304

Mark-Luke

An introduction to the creative interpretations of the gospel of Jesus provided by Mark and Luke which will first provide a brief geographical and historical review of the religious and political world into which the gospel was born and in which its tradition developed and then was transmitted. It will then explore the basic structure, movement, theology and pastoral intentionality of Mark and then of Luke. Problems and methodology associated with the quest for the historical Jesus and with the various methods of gospel criticism will be discussed in relation to specific texts from each gospel. Requirements: reading assignments in preparation for class lectures and discussions, and short written assignments.

LaVerdiere TTh 9-10:15 Winter

LSTC B-330

Survey of Biblical Studies

This course is intended for students needing a basic introduction to the Bible and its content. Reading of the Bible will be supplemented with information on biblical times, geography and history.

Norquist MWF 12-12:50 Fall

LSTC B-331

Gospel Tradition

A study of the apostolic kerygma and the traditions witnessed to in the gospels. Special attention is given to the earliest ascertainable strata and their development.

Vööbus MWF 12-12:50 Winter

LSTC B-332

Pauline Tradition

Study of the content of the genuine Pauline epistles, within their historical setting and with

attention to their original purpose and meaning. The Deutero-Pauline literature also will be considered briefly. Life, theology, and ethics of Paul will be discussed.

Linss MWF 11-11:50 Spring

MTS B-302 (4)

Jesus

Introduction to the life and teaching of Jesus as determined by modern scholarship. Special attention to methods of analysis. Recommended as a first course in the New Testament.

Collins/Reeves MW 6-7:50 pm Spring

MTS B-313 (4)

Paul

An introduction to the key theological themes in the letters of Paul. The goal of the course is familiarity with the letters and their historical contexts and an appreciation of Paul's fundamental insights.

Collins MW 6-7:50 pm Fall

NBTS B-332

New Testament Introduction

This course is designed to provide a basis on which continued and deepening fruitful study of the New Testament can be built. It introduces students both to the context and content of the New Testament, as well as to the methodological issues involved in its study.

Brauch WF 8-9:20 Spring

CTS CH-321

The Synoptic Gospels

A study of the thought of the authors of the Gospels and of the oral traditions which they used. An attempt will be made to discover which traditions give evidence of the authentic historical ministry of Jesus.

Scroggs WF 1:30-3 Spring

NBTS B-331

Romans

This course is intended to introduce the student to the study of one of the founding documents of Christian faith -- a foundational statement for Christian life and theology from the pen of Paul. The course will focus on an interpretation of the central themes in the Apostle's thought, and considerable attention will be given to proper methods and principles of biblical interpretation.

Meye MWF 11:30-12:20 Fall

BTS B-332

New Testament Theology

A study of the various theologies of the New

Biblical Studies: New Testament

Testament with special emphasis on Paul and John. The course is also designed to demonstrate the role of the books of the New Testament in the several theological traditions.

Snyder MWF 10:30-11:20 Fall

CTU I-315

Interpretation and Ministry

For course description consult Interdisciplinary/Integrative Studies offerings.

Senior/Schreiter MW 12-1:15 Spring

Senior/Schreiter MW 2-3:15 Spring

MTS B-314 (4)

History of New Testament Times: From the Maccabean Revolution to the Death of Jesus

A study of the world where Christian faith began. After a rapid survey of major historical developments in the eastern Mediterranean of this period, the course will focus on several characteristics of that world which are important in understanding the New Testament, such as early rabbinical teachings, Zealotism and Messianic expectations, Jewish-Hellenistic interpretation of Scripture, Hellenistic myth and miracle story, and aspects of social and economic life. Contemporary texts in English translation will be studied.

Hilgert MW 11-12:50 Fall

NBTS B-433

New Testament Methodology

This course is concerned with the analysis and application of principles of interpretation. Attention will be given both to general hermeneutics and to special hermeneutical principles which relate to particular literary genre in the New Testament. Prerequisite: at least one introductory course in New Testament.

Brauch MWF 11:30-12:20 Winter

MTS B-424 (4)

Theological Principles in the New Testament

We will attend to texts which disclose the reality of the christological principle, the polar and interdependent principles of individuality and participation, freedom, and destiny, being and non-being, particularity and universality, as well as the principle of evil, of self-exaltation and of creation. Prerequisite: introductory work in the Old Testament, New Testament and systematic theology.

Reeves MW 6-7:50 pm Winter

LSTC B-440

New Testament Theology

Studies in the theological thinking of the New Testament authors. Acquaintance with modern

books on the theology of the New Testament.

Linss MW 2-3:15 Fall

NBTS B-431

New Testament Theology

The goals of this course are: 1) to introduce important themes in New Testament theology; 2) to introduce major texts for understanding key themes in New Testament theology; 3) to provide models for exegeting New Testament texts; 4) to effect awareness of and acquaintance with significant literature in the field of New Testament theology. The focus throughout the course -- in the treatment of themes and texts -- is on the dynamic of "unity and diversity" in New Testament theology. Prerequisite: A basic course in New Testament Introduction.

Brauch WF 8-9:20 Fall

CTU B-430

The Gospel According to Matthew

Within the structure and the purpose of the Gospel, Matthew will be studied as a pastor in his community in applying Jesus' teaching to his own situation.

Langerholz MWF 9-9:50 Fall

CTU B-432

The Gospel According to Mark

The course will consist of a studied reading of Mark's Gospel in the light of form and redaction criticism. Particular attention will be given to the evangelist's insistence on the link between Christian discipleship and the Passion of Jesus.

Senior TTh 9-10:15 Winter

CTU B-440

The Gospel According to John

A critical-exegetical approach to John's text to arrive at his sources and to evaluate his theology, particularly on the mission of the Son and the Church.

Langerholz MWF 11-11:50 Winter

Karris M 7-9:30 pm Spring

MTS B-421 (4)

John

An exegetical study of the Fourth Gospel. The course will be concerned with basic literary problems, with understanding the book in its Hellenistic and Jewish context, with its place in the developing thought of the early Church, and with its significance for Christian faith now. Greek is not required, but opportunity will be given for its use.

Hilgert TTh 11-12:50 Spring

CTU B-460

The Acts of the Apostles

The distinctive theology of this second part of Luke-Acts will be investigated by the study of the methods of historical writing in antiquity, by the study of the speeches, and by the exegesis of other key passages. The question of using Acts as a source for the life and theology of Paul will also be discussed.

Karris W 7-9:30 pm Winter

CTS CH-430

Positivistic Historiography vs. Theological History: Biblical Scholarship and the Book of Acts.

An examination of the traditions recorded in Acts from the standpoint of modern historical science and from the meaning accorded them by the author of Acts. The relationship between event and interpretation will be a central concern.

Scroggs T 7-10 pm Fall

BTS B-436

Acts

Acts of the Apostles: A critical study of the book of Acts, both as a source for the history of primitive Christianity and as a part of the theological program of Luke-Acts.

Gardner W 7-9:30 pm Spring

DIT B-415

Selected Pauline Epistles

This course attempts to give a survey of Pauline Epistles within an historical context. Special attention will be paid to I Corinthians, Romans, and Ephesians. Emphasis will be placed on the literary form of Pauline Epistles and the development of a methodology for interpreting the Epistles. Book reports and a scholarly paper are required. As an alternative to the paper, opportunity will be offered to some students for translating their academic work into popular communication by participation in lay discussion groups. Prerequisite: DIT B-341 or equivalent.

Fischer/Walsh MWF 8:10-9 Fall

CTS CH-423

Theology of Paul as Cultural Critique

An interpretation of Paul as a counter-culture theologian. Models will be used from sociological and psychoanalytic theory as aids in interpreting his language and thought for contemporary persons.

Scroggs MW 3:30-5 Winter

CTU B-452

Pauline Theology and Writings

Methodology used in the exegesis of a Pauline epistle. Exegesis of selected passages. Origin and development of main Pauline themes in the light of Paul's experience as well as the theological and cultural traditions and theological disputes of his time. Implications for ministry.

Karris TTh 10:30-11:45 Fall

Karris W 7-9:30 pm Spring

NBTS B-440

The Church in the World—Studies in I Corinthians

The First Epistle of Paul to the Corinthians reflects the early church's struggle to understand its nature and mission. It is the purpose of this course to understand that struggle, to hear the word which Paul addresses to it, and through it to gain a clearer understanding of the nature and mission of the church in our own time. Prerequisite: at least one introductory course in New Testament.

Brauch TTh 1:10-2:25 Winter

NBTS B-436

Greek Exegesis: Galatians

Study of a selected area of the New Testament using the Greek text. Prerequisite: one year beginning Greek, or equivalent.

Brauch WF 1:10-2:25 Fall

LSTC B-441

Sacraments in the New Testament

This course deals with the question of origin of the rite of baptism and the Lord's Supper, and traces their historical development in their religious, cultic, liturgical and theological traditions.

Vööbus MWF 11-11:50 Winter

JSTC B-409

The Eucharist in the New Testament

1) the origin and development of the eucharistic assembly in the New Testament period; 2) the influence of early Christian eucharistic experience on the creation of a number of gospel pericopes; 3) the Last Supper and Jesus' farewell discourse in the gospel literary tradition; and 4) theological reflection on the Eucharist in the New Testament traditions and literature. Requirements to be determined.

LaVerdiere W 2-4:45 Spring

LSTC B-444

The Kingdom of God in the Synoptic Gospels

This course attempts to determine the meaning

Biblical Studies: New Testament

of the term Kingdom of God as it was used by Jesus and the synoptic evangelists. Its background in prophecy and apocalyptic is explored. The relationship of Kingdom of God to Church and to Christian living is investigated in some depth.

Norquist TTh 12-1:15 Spring

JSTC B-413

Immortality and Resurrection

A theology of immortality and resurrection presupposes a number of anthropological assumptions. The New Testament's presentation of the resurrection of Jesus will be studied in the light of such assumptions. The course will focus largely on developments in Paul's theology of resurrection, on Mark's narrative of the empty tomb, and on Luke's theology of the recognition of the risen Lord. Requirements to be determined. Initial session at LSTC.

LaVerdiere W 2-4:45 Fall

LSTC B-442

Resurrection in the New Testament

A study of the resurrection tradition and the significance of the resurrection for New Testament faith.

Norquist MWF 12-12:50 Spring

LSTC B-443

Ethical Teachings of the Evangelists

A study of the conception of the Christian life according to each of the four evangelists, including both approach and concrete directions for Christian behavior.

Norquist MWF 11-11:50 Fall

CCTS B-438

The Social History of the Pre-Constantinian Church

Beginning with a study of the social matrix out of which the Christian churches emerged, the course will follow the early church, using sociological models and tools to discover the concrete realities of the societies created by faith in Jesus the Christ. Topics such as social stratification, the dynamics of roles and intramural structures, the development of an articulated Christian culture, and the relationship between societal reality and theological expressions will be considered. Prerequisites: introductory work in New Testament and early church history. Initial session at CTS.

Scroggs/Snyder Th 9:30-12:30 Spring

CCTS B-439 (3 or 4)

Male and Female in the Ancient World

A seminar on sexual identity and roles in Jew-

ish, Greco-Roman and early Christian thought and practice. Major foci will include marriage laws and customs, sexual asceticism, cultic regulations relating to sex, goddesses and priestesses, and homosexuality. Attention will be given to the socio-economic status of women in the period. Prerequisite: an introductory course in the New Testament. Initial session at CTS.

Collins/Scroggs Th 1-4 Winter

MTS M-442 (4)

The Use of the Bible in Teaching

For course description consult Religious Education offerings.

Priester Th 2-4:50 Winter

CTU B-490

Biblical Foundations of Mission

For course description consult Old Testament offerings.

Senior/StuhlmueLLer T 7-9:30 pm Fall

CTU I-439 (6)

Christology

For course description consult Interdisciplinary/Integrative Studies offerings.

Senior/Hayes MWF 10-10:50 Fall/Winter

MTS B-503 (4)

Biblical Seminar

For course description consult Old Testament offerings.

Campbell/Reeves TTh 2-4:50 Spring

DIT B-501 (2)

Models of Biblical Interpretation

An attempt to put contemporary biblical interpretation in historical perspective: examines the hermeneutics of the early Church (use of Old Testament in the New Testament, mid-rashic tendencies), patristic use of the Scriptures, the impact of modern criticism on traditional interpretation, contemporary trends. Lecture, discussion, and student presentations. Offered in response to student interest.

Walsh TBAr Spring

CTU B-599

M.A. Seminar: Miracle Stories

The seminar will explore the style and theology of the synoptic evangelists as revealed in their use of miracle stories. Particular emphasis will be given to the methodology of redaction criticism. Prerequisites: New Testament Introduction and a working knowledge of New Testament Greek.

Senior/Karris Th 2-4:30 Spring

BTS B-530

Johannine Theology

Through exegetical studies in the Gospel of John, the nature of Johannine theology will be examined. Comparisons will be made with Pauline theology and the synoptics. An acquaintance with the synoptic material will be a prerequisite.

Snyder MWF 10:30-11:20 Winter

DIT B-552

Johannine Literature

A study of the Gospel of John and of the Epistles called Johannine. The course will consider the literary and theological bases of the Johannine writings and their main theological teaching. Prerequisites: DIT B-341 or equivalent and survey of New Testament. Offered in response to student interest.

Fischer TBAr TBAn

JSTC B-510

Acts of the Apostles

An introduction to the development of Christianity as creatively interpreted in the second volume of Luke-Acts. An effort will be made to situate the work with regard to Hellenistic and early Christian historical writing. Special consideration will be given to questions of history, sources and redaction in the author's literary presentation of the Pentecost event, the discourses, the summaries and the accounts of Paul's conversion. Requirements to be determined.

LaVerdiere W 2-4:45 Winter

MTS B-513

Del Texto al Sermón: Gálatas

An exegesis course on the book of Galatians. Review of the text will help the student in preparation and preaching in the context of an Hispanic congregation. The course will be offered bi-lingually, depending on the demand. If all students enrolled are Spanish-speaking, the course will be taught in Spanish.

Armendariz TBAr TBAn

CTU B-535

Resurrection Texts in Gospels and St. Paul

The biblical background of the theme of resurrection. The hermeneutic of the empty tomb and apparitions.

Langerholz MWF 12-12:50 Spring

DIT B-553 (2)

Resurrection in New Testament

A seminar focusing on the Resurrection tradi-

tion and its articulation in New Testament texts. Some attention is also given to contemporary Resurrection theology.

Walsh TBAr Winter

LSTC B-535

Holy Spirit in the New Testament

The concept and work of the Holy Spirit in the writings of the New Testament. Special attention to the charismatic gifts in light of modern interest.

Linss TTh 10:30-11:45 Winter

CTS CH-590

Tutorial Study

Tutorial study is available in many different areas of New Testament studies.

Staff TBAr Fall/Winter/Spring

C. BIBLICAL LANGUAGES

BTS/NBTS B-311A

Hebrew I

The elementary aspects of Hebrew will be treated with the expectation that the student will gain knowledge of the strong verbs and of the uses of the article, the adjective, the demonstratives, pronouns, and nouns. Exercises and readings will be based on biblical Hebrew taken from Genesis 1-3 with translation helps.

Neff MWF 1:10-2 Fall

BTS/NBTS B-311B

Hebrew II

Emphasis will be given to the weak verbs and the acquisition of a working vocabulary for reading Hebrew narrative. Those passages of particular theological significance in the Book of Genesis will be translated with reference to exegetical technique.

Neff MWF 1:10-2 Winter

BTS/NBTS B-311C

Hebrew III

The concern of the course is to develop the skills of the student in Hebrew exegesis with supplementary work in Hebrew syntax. Attention will be given either to a book from the Pentateuch or from the Latter Prophets.

Neff MWF 1:10-2 Spring

DIT B-301, 304, 307 (9)

Beginning, Intermediate and Adv. Hebrew

Tutorial Method

Staff TBAr Upon Request

LSTC B-300

Elementary Hebrew

Introduction to Hebrew. The course will be

Biblical Studies: Judaic Studies

taught with the special needs in mind of the student who recognizes the knowledge of Hebrew to be essential for the study of Scripture and theology.

Michel MWF 8-8:50 Winter

LSTC B-301
Hebrew II (Ind. Study)

Readings of selections from the Book of Genesis. Review and completion of the introduction to Hebrew grammar. Emphasis on the ability to read the Hebrew text rapidly.

Michel TBAr Spring

MTS B-321, 322 (8)
Introduction to Biblical Hebrew I, II

A two-quarter sequence involving the learning of the elements of Hebrew grammar on the basis of T.O. Lambdin's *Grammar*, followed by translation and exegesis of selected portions of the Hebrew Bible, primarily prose. Attention will be given to fundamentals of text criticism and general principles of biblical interpretation.

Campbell TWThF 8-8:50 Winter

Campbell TWThF 9-9:50 Spring

MTS B-323 (4)

Aramaic

Reading of Aramaic portions of the Old Testament and other Aramaic documents, based on a comparison of this language with biblical Hebrew.

Boling TWThF 9-9:50 Fall

LSTC B-200 (0 for LSTC, 3 for others)
New Testament Greek

A programmed study of the Greek of the New Testament, using the language lab and aiming at the utilization of the language for exegesis.

Linss MWF 8-8:50 Fall

BTS/NBTS B-316A, B, C (9)

Elements of New Testament Greek

In this course the student acquires a knowledge of the elements of grammar, a working vocabulary, and skill in translation of the Greek New Testament. Selections from the Gospels, Acts, Paul and the General Epistles will be read.

Barton MWF 1:10-2 Fall/Winter/Spring

DIT B-321, 324, 327 (9)

Beginning, Intermediate, and Advanced Greek
Tutorial Method

Staff TBAr Upon Request

MTS B-321-322 (8)

Introduction to New Testament Greek, I, II

A non-divisible two-quarter study of elementary Greek grammar, practice in translation, with introductory attention to exegesis.

Collins TWThF 8-8:50 Fall

Collins TWThF 9-9:50 Winter

BTS B-413

Greek Exegesis

A study of selected portions of the apostolic fathers according to the Greek text. Previous study of New Testament and/or classical Greek will be a prerequisite for the course.

Gardner W 7-9:30 pm Winter

D. JUDAIC STUDIES

MTS B-314 (4)

History of New Testament Times: From the Maccabean Revolution to the Death of Jesus

For course description consult New Testament offerings.

Hilgert MW 11-12:50 Fall

CCTS B-453

Current Issues in Jewish-Christian Dialogue

The 2000 year-old history of Jewish-Christian encounter has taken many forms and has led to varied results in accord with historical circumstances. This course will undertake a consideration of a wide range of Jewish and Christian issues which intersect sometimes in understanding and sometimes in confrontation. Study of topics such as election, messianism, peoplehood and the land, Zionism, antisemitism, and missionary purpose, using historical as well as contemporary documents.

Sherman/Perelmutter Th 2-4:30 Winter

CTS CH-493

Inquiry into Contemporary Judaism

Study of a selected aspect of Jewish life and culture in the 20th century and an assessment of the Jewish experience and insight for man today. The selected aspect will be announced each time the course is offered. Topic for 1977: Modern Jewish Writers in Historical Perspective (such as Wiesel, Buber, Fackenheim, etc.)

Lacocque/Manschreck TTh 8:30-10 Winter

CTU B-521

Liturgy of the Synagogue: II

The Liturgy of the High Holy Days: Rosh Hashanah, Yom Kippur. Text: Agnon, *Days of Awe* (Shocken).

Perelmuter Th 2-4:30 Fall

CTU B-526

Rabbinic Judaism and the Early Church

An examination of the nature of Rabbinic Judaism out of which Christianity emerged and with which Christianity co-existed over the centuries. An effort at achieving an insight into the approach and the mind of Rabbinic Judaism through an examination of the pertinent literature.

Perelmuter Th 10:30-12:30 Fall

CTU B-529

Jewish Mysticism and Messianism

With special reference to Sabbatai Sevi. A close examination of the mystical substratum of Jewish historical and religious experience through a study in depth of the Sabbatian movement of the 17th century. This course will trace the stream of mystical thought and experience from the Talmudic period, medieval mysticism and the culmination in Lurianic Kabbala and the emergence of the Sabbatian movement in the mid-seventeenth century.

Perelmuter Th 10:30-12:30 Spring

CTU B-591

Rabbinic Judaism and the History of Jewish Preaching

A seminar that will deal with development of Jewish preaching from its roots in Scripture, through the Rabbinic Period up to the Darshanin or Popular Preachers of the Middle Ages.

Perelmuter Th 2-4:30 Spring

II. HISTORICAL STUDIES

A. GENERAL

MTS H-303 (4)

Uses of the Christian Past

An inquiry into the role of historical understanding in establishing Christian identity in

the present. Selected events and doctrines will be examined in order to discover what light can be thrown on them by historical investigation. Recommended as a first course in church history.

Schafer/Rigdon TTh 11-12:50 Winter

BTS/NBTS H-449

Research Methods in Church History

Practical training in research techniques and sharpening of the critical spirit through guidance on individual projects.

Wagner/Clark Th 10:30-12 Spring

H

B. EARLY CHURCH

MTS B-314

History of New Testament Times: From the Maccabean Revolution to the Death of Jesus

For course description consult New Testament offerings.

Hilgert MW 11-12:50 Fall

BTS H-341

Early Christianity: Clement to Constantine

An historical study of the growth of early Christianity and the emergence of Catholic tradition. The formative period of the church will be studied in its political and cultural context through lectures, group discussions and audio-visual presentations.

Wagner WF 8-9:20 Fall

CTS CH-341

Christianity in the World: The History of the Christian People I

This course, designed specifically for those who have had little or no church history, seeks to depict and interpret the Christian community's development in interaction with the world. Lectures and discussions will center upon key figures, critical events, forces of change and reaction, and the main conceptions which have defined the character of the Christian community in its interaction with successive stages of our culture from the early church through the early medieval developments.

Manschreck MF 10:30-12 Winter

CTU H-300

Early Christianity

The development of Christian doctrine and practice to 450 A.D. Topics will include

Historical Studies

methods of interpreting Scripture, the development of Trinitarian doctrine, the understanding of the redemptive work of Christ, the growth of spirituality and sacramental practice. Lecture, with assigned readings and reports or major papers.

Burns MWF 12-12:50 Fall

DIT H-307

History of the Church to 700 A.D.

An introduction to patristic thought, especially as it applies to major beliefs of the Christian religion. A survey of the socio-political climate of the period and the effect it had on the development of Church structures.

Hartenbach MTW 8:10-9 Fall

JSTC H-317

Development of the Doctrines of the Triune God and Jesus Christ

A study of the explanations of the constitution of Jesus Christ in his relation to the One God and to humanity. Original materials from Justin Martyr through the Council of Chalcedon. Lecture and discussion. Class participation and paper required.

Burns MW 2-3:15 Fall

JSTC H-318

The Holy Spirit in the Holy Church

A study of the development of the theology of the Holy Spirit as Sanctifier. The course will involve an examination of the evolution of church discipline and sacramental practice. Original materials from the first five centuries. Lecture and discussion. Class participation and paper required.

Burns WF 2-3:15 Winter

LSTC H-310A

Ancient and Medieval Church History

The developing life and thought of the Christian church, presented in broad perspective. Lectures and group discussions of selected source readings.

Burns MWF 11-11:50 Winter

LSTC H-310B

Studies in Ancient and Medieval Church History

An introduction to these periods through a concentration on a few major events and leaders: the Councils of Nicaea and Chalcedon, Augustine, and Aquinas. Seminar method.

Fischer MWF 11-11:50 Winter

NBTS H-341

Church History I: Early and Medieval Christianity

Major issues and developments in Christian life and thought from the beginning of the second century to the Reformation are examined in order (1) to become familiar with the development of Christianity during this period, (2) to acquire some knowledge of historical methodology, and (3) to develop some ability at analyzing and interpreting religious movements. Regular and intensive reading, both in primary and secondary sources, is emphasized as a basis for meaningful classroom discussion.

Ohlmann MWF 11:30-12:20 Fall

CCTS B-438

Social History of the Pre-Constantinian Church

For course description consult New Testament offerings.

Scroggs/Snyder Th 9:30-12:30 Spring

JSTC H-458

Patristic Doctrines of Freedom, Grace and Sin

A study of theories of human and divine responsibility for good and evil in the world, culminating in Augustine's doctrine of efficacious grace. Original materials. Lecture and discussion. Class participation and paper required.

Burns MW 9-10:15 Spring

CTU B-526

Rabbinic Judaism and Early Church

For course description consult Judaic Studies offerings.

Perelmuter Th 10:30-12:30 Fall

C. MEDIEVAL

BTS H-342

The Christian Civilization: From Constantine to Cromwell

A study of the political history of imperial Christianity and the synthesis of church and culture as expressed in medieval theology and art. Medieval Christianity and the Magisterial Reformation will be studied through lectures, group discussions, and audio-visual presentations.

Wagner WF 8-9:20 Winter

CTU H-307

Christianization of Europe

A study of the Church's encounter with the Barbarian nations, of their conversion, and of the development of Christian life. An analysis

of how the task affected Church life and thought and of how the Church affected the world. Major consideration will be given to: Medieval Missions, Charlemagne, the Papal States, the Schism between East and West, and the development and experience of a Christian European Culture (theology, philosophy, social and political structures).

Nemer MWF 12-12:50 Winter

DIT H-309

History of the Church from 700 to 1500 A.D.

Intellectual development and structuring of Christian thought. The development of the papacy and the structures of the Church within the context of Christendom. Prerequisite: DIT H-307 or equivalent.

Hartenbach MWF 1-1:50 Winter

JSTC H-417

Christian Spirituality: 12th - 16th Centuries

After an examination of the Rule of St. Benedict, a study of selected representatives of medieval and early modern Christian spirituality: St. Bernard and William of St. Thierry (monastic spirituality); St. Bonaventure (scholastic spirituality); *The Cloud of Unknowing* (English mysticism); Thomas a Kempis (*devotio moderna*). Final oral or written exam.

Montague Th 3:30-5:30 Fall

JSTC H-420

Introduction to the Thought of Thomas Aquinas

An historical study of the background and theological thought of Aquinas, as expressed in selections from his *Summa of Theology*. Special attention will be given to his Christological and eucharistic theology. Brief reports on selected passages. Final written or oral examination.

Montague Th 3:30-5:30 Winter

MTS H-446 (4)

Records of Significant Women in Pre-Reformation Christianity

A study of the roles of women in church and society from the New Testament period to the sixteenth century, with attention both to general role models at different periods and to particular women such as Macrina (sister of Basil), Scholastica (sister of Benedict), Clare ("sister" of Francis), Christine de Pisan, Julian of Norwich, and Teresa of Avila. The course will also treat several contemporary synthesizers, such as George Tavard, Mary Daly, and Joan

Morris, in the light of the earlier positions of women in Christianity.

Weaver F 2-4:50 Spring

D. REFORMATION

CTS CH-342

Christianity in the World: History of Christian People II

A continuation of CTS CH-341. Special attention will be given to late medieval and renaissance developments, the conciliar movement, the Reformation, the Counter-Reformation, the Anabaptists, and emerging new forms of Christian expression.

Manschreck MW 10:30-12 Spring

CTU H-310

Christianity in the Renaissance and Reformation

Factors influencing the breakdown of the medieval synthesis. Renaissance thought and style chiefly in relationship to the Church. Writings of the Reformers, and the position of Trent.

Nemer MWF 10-10:50 Spring

LSTC H-330A

Reformation and Modern Church History

An introduction to Reformation and Modern Church History outside America, designed to show in broad perspective the movements which have shaped world Christianity in our time. Lectures and group discussions of selected source readings.

Fischer MWF 12-12:50 Spring

LSTC H-330B

Studies in Reformation and Modern Church History

A survey course for students with some background in church history, using the thematic approach (e.g. nature of the church, justification) to study interaction between church and culture and the influence and effect of cultural developments on Christian self-understanding.

Kukkonen TTh 10:30-11:45 Spring

NBTS H-342

Church History II: The Reformation and Modern Christianity

Major issues and developments in Christian life and thought from the time of the Reformation to the present are examined in order (1) to better understand contemporary expressions of Christianity, (2) to acquire some knowledge of historical methodology, and (3) to develop ability at interpreting religious movements and evaluating the significance of past movements

Historical Studies

for today. Regular and intensive reading, both in primary and secondary sources, is emphasized as a basis for meaningful classroom discussion.

Ohlmann MWF 11:30-12:20 Winter

JSTC H-418

History of Christian Mysticism: 16th Century Spanish Mystics

A comparative study of Teresa of Avila (with John of the Cross and Ignatius of Loyola, through a reading and discussion of their spiritual autobiographies and other writings, e.g. *Interior Castle*, *Ascent of Mount Carmel*, *Spiritual Exercises*, letters, etc.) Class reports. Final oral or written examination.

Montague Th 3:30-5:30 Spring

BTS H-456

Luther, Calvin, Wesley

The works of these three men will offer an opportunity to compare major types of Protestant theology. At the same time, the unifying strands will constitute an intensive introduction to the main motifs of classical Protestantism.

Brown MWF 2:10-3 Winter

LSTC H-435

Theology of Luther

The purpose of this elementary seminar is to introduce the student to (1) Luther's theology in its broad comprehensiveness and its dynamic thrust, and (2) the tools and methods for the critical study of Luther. Selected works in various categories are discussed in class. The student reads other works of his own choosing, and prepares a term paper.

Fischer MW 2-3:15 Fall

MTS H-404 (4)

Seminar on The Theology of Martin Luther

A study of Luther's thought and a survey of his theology as seen in various selections from Luther's writings.

Rigdon W 2-4:50 Spring

LSTC H-438

Luther on the Eucharist

A seminar examining Luther's major writings on the Lord's Supper. The class explores the place of the Eucharist in theology and piety and society, in the context of 16th century alternatives and of present-day concerns. Attention is given to the tools and methods of critical Luther study.

Fischer W 2-4:30 Winter

MTS H-401 (4)

Seminar on the Theology of John Calvin

A systematic study of Calvin's theology as seen mainly in the *Institutes of the Christian Religion*.

Rigdon T 7-9:50 pm Winter

CTS CH-461

The English Reformation

An interpretation of its origins, major expressions, and continuing significance, with special attention to Cranmer, the Elizabethan Settlement, and the rise of Puritanism as seen in primary readings.

Manschreck W 1:30-4:30 Spring

M/L H-432

The Radical Reformation

A seminar devoted to a comparative historical and theological analysis of original sources from differing perspectives in the Radical Reformation. Term paper. Prerequisite: previous study of the Reformation. (Reading knowledge of German and Latin will be helpful.)

Godbey TBAr TBAn

E. MODERN

DIT H-310

History of the Church from 1500 to the Present

The fragmentation of Christendom and new theological thought. The Church on the defensive in the Age of the Enlightenment and the Revolutionary Age. The attempts of the Church to cope with the Modern Age.

Hartenbach MWF 10:10-11 Spring

LSTC H-360

Lutheran Heritage

Content and scope of the Lutheran confessional writings and the manner in which they are normative for Lutheran ministry and church life today. Recent confessional statements and results of inter-confessional dialogues are taken into account.

Sherman TTh 12-1:15 Fall

Scherer TTh 10:30-11:45 Winter

JSTC H-422

Christianity Confronts Modernity

An investigation of the main problems that challenged the different Christian traditions between 1800 and 1970. Lectures will be handled by Father Ross with special input from other Cluster church historians on the main problems from their own traditions. Weekly reading reports. Two weeks will be allowed for

a final synthetic exam from the readings.

Ross W 3:30-5:30 Spring

CTU H-422

19th Century Imperialism and World Mission

A study of the Church as it encounters the new world born of the French Revolution, of how it affects and is affected by social and political considerations, of imperialism (Church and State), and of the missionary expansion in the late 19th and early 20th centuries. Major considerations will be given to: the Church's encounter with French and Italian political liberalism, with German philosophical and theological liberalism, with English scientific and political liberalism; the Church's response in the Syllabus of Errors and Vatican I; Europe in Asia and Africa; Mission as Structure; the hesitant growth of local Churches; a western Christianity in a non-western world.

Nemer TTh 12-1:15 Winter

JSTC H-454

John Henry Newman: Prophetic Figure of Contemporary Catholicism

This course will attempt to give the student a better grasp of the present-day issues of Roman Catholicism by studying the writings of Cardinal Newman in historical perspective. Topics will include development of doctrine, authority and the *consensus fidelium*, pluralism in theology, the role of the laity, Catholicism and acculturation, the act of faith. Students may follow their own interests in readings. Weekly reading reports. Two weeks allowed for a final synthetic exam from the readings.

Ross W 3:30-5:30 Winter

MTS H-423 (4)

Seminar on 19th and 20th Century Russian Religious Thought

A study of selected writings and themes from major figures in the history of the Russian religious renaissance, beginning with Alexei Khomiakov and extending to Nicholas Berdyaev.

Rigdon W 2-4:50 Winter

CCTS H-445 (3 or 4)

Church and Mission in Contemporary Africa

Christian growth and ministry in the world's fastest growing area of Christian community will be studied, along with the African contribution to contemporary theology and mission in the world. Focus will be on East African countries. Themes to be discussed are: the Africanization of Christianity, the moratorium issue, the dialogue between Christianity and

African traditional religion, and the implications of African Socialism for the life and mission of the churches. Seminar approach, with shared leadership by African visiting professor, Bishop E. E. Mshana. The course will include an optional period of travel of approximately three weeks in East Africa.

Evans/Scherer/Mshana Th 2-4:50 Spring

JSTC H-419

Catholicism and Crisis: The Church and the 60's

The purpose of this course is to try to place the recent turmoil of Roman Catholicism in its historical and cultural setting. Lectures will develop such issues as social consciousness, ecumenism, war, authority, priesthood and laity. Students may follow their own interest in readings. Weekly reading reports. Two weeks will be allowed for a final synthetic exam from the readings.

Ross W 3:30-5:30 Fall

MTS H-430 (4)

Seminar on Eastern Orthodox Christianity

A survey of the history of Eastern Orthodoxy from the Byzantine period with special attention to selected theological motifs and problems (travel component October 1-21)

Rigdon Th 3-5:50 Fall

MTS H-431 (4)

Traveling Seminar on Eastern Orthodox Christianity in the Middle East

McCormick Theological Seminary will sponsor a Traveling Seminar on Eastern Orthodox Christianity in the Middle East during the academic year 1976-77. The Seminar will travel to several countries in the Middle East, departing from Chicago on October 1 and returning on October 21. Participation in the Seminar will be open to members of the McCormick Theological Seminary community, including those enrolled in the Doctor of Ministry program, and also to students in the member institutions of the Chicago Cluster of Theological Schools. Prerequisite: MTS H-430 or equivalent. For further information, contact Professor Rigdon, or the Dean's Office at McCormick Seminary.

Rigdon Oct. 1-21 Fall

CTS CH-565

An Inquiry into Nihilism

A study of origins, historical expressions, consequences, and alternatives to nihilism.

Manschreck M 1:30-4:30 Fall

H

Historical Studies

NBTS H-561

Baptist Thought

An examination and evaluation of characteristic Baptist emphases in theology, polity, and practice for the purpose of establishing our Baptist identity on the one hand and clarifying our commonality with the larger Believers' Church tradition on the other. Student research, analysis, and evaluation of selected issues constitutes a vital part of the course. Prerequisite: Baptist History.

Ohlmann TTh 3:10-4:30 Winter

NBTS H-542

Christian Life

An inquiry into some of the major Protestant perspectives of and experiences in the Christian life, with the expectation that an analysis, comparison, and evaluation of these perspectives will strengthen and enrich the student's own Christian life. An open and vigorous exchange of views is encouraged.

Ohlmann TTh 3:10-4:30 Spring

CTS CH-580

Studies in the History of Christian Thought:

Kierkegaard

A close reading of *Purity of Heart*, *Philosophical Fragments*, and the *Postscript*.

LeFevre W 7-10 pm Spring

F. AMERICAN

CTS CH-385

Major Themes in American Religious History

An examination of the theological, ethical, and ecclesiastical issues that have characterized American religious life from the colonial period to the present.

Zikmund TTh 10:30-12 Winter

LSTC H-350A

American Church History

The pluralistic development of religious ideas, movements and institutions in North America from colonial times up to the present. The course surveys the total religious milieu rather than concentrating on Lutheranism.

Scherer MWF 9-9:50 Fall

LSTC H-350B

American Lutheran Church History

A core course focusing on Lutheranism in America, especially on its problem of unity and polarization. The historical development is viewed against the broad background of Christianity in America. Aim of the course is to gain

perspective on our present problems in the context of their emergence and development.

Fischer MWF 11-11:50 Fall

M/L H-394

Theological Issues in Unitarian Universalist History

An examination of selected theological issues and related philosophical issues in American Unitarian and Universalist history.

Godbey TBAr TBAn

MTS H-342 (4)

Christian Americanism and the Puritan-Evangelical Tradition

A study of the theological sources and historical development of the major forms of religious patriotism in America today. Special attention will be paid to the current discussion of "civil religion" and to the religious commitments of the radical right and left. Throughout, search will be made for those elements in the Christian heritage which can support a genuine Christian patriotism.

Schafer WF 2-3:50 Fall

DIT H-413

History of the American Catholic Church

A study of the background of present-day American Catholicism; the national groups that make it up, the problems which it has had to face and its response to those problems.

Hartenbach MWF 9:10-10 Fall

JSTC H-421

Religion in America: The Roman Catholic Experience

Readings and discussion of selected themes in the history of Roman Catholicism in America. Initial reading of M. Marty, *The Righteous Empire*; J. T. Ellis, *American Catholicism*; J. Hennesey, "Square Peg in a Round Hole" required. Specific topics then tailored to interests mutually agreeable to student(s) and instructor. Specific weekly readings, followed by one-hour weekly meeting, individually or in group. Brief reflective paper on topic suggested by instructor.

Hennesey TBAr Winter

LSTC H-455

American Lutheran Polity

A seminar to examine the governmental principles and the "lines of authority" by which the major Lutheran bodies in America now operate. Historical traditions and recent trends, as well as the American context of the church's life,

are taken into account.

Fischer MWF 9-9:50 Spring

MTS H-442 (4)

Liberal Theology in America Since the Civil War
Special attention will be given to evangelical liberalism, the social gospel, and modernistic liberalism. The present status of theological liberalism will be considered in light of twentieth-century critiques.

Schafer MW 11-12:50 Winter

MTS H-511

The Development of Hispanic Protestantism in the United States

The design of the course will give students a knowledge and appreciation of the history and development of Protestant ministry among Hispanics in the U.S. Specifically, modes of ministry will be studied, including attitudes and values employed in such modes.

Armendariz TBAr TBAn

NBTS H-541

American Christianity

A study of selected issues in the history of American Christianity. Attention will be given to those issues which affected the largest number of people and contributed most to the development of religion in America as we know it today. Student research, analysis, and evaluation of the issues will constitute the major part of the course.

Ohlmann MF 2:10-3:25 Fall

DIT H-510

The Development of American Catholic Attitudes

The ideal of democracy and its connection with Manifest Destiny; Isaac Hecker, John Ireland, and their attitudes toward Americanism. The reaction against Americanism from some members of the American Church. The "Americanist Heresy." The meaning of Americanism to the Church of today. Offered in response to student interest.

Hartenbach TBAr Fall

DIT H-511 (2 or 3)

American Catholic Response to Social Problems

The developing stand of the Catholic Church in the United States concerning social justice, with emphasis on the relationship between capital and labor. The roots of the contemporary American Catholic Church's positions or

non-positions on social issues. Offered in response to student interest.

Hartenbach TBAn Winter

DIT H-590

Directed Readings in Church History

Individual readings. Registration by special permission only.

Hartenbach TBAr TBAr

III. THEOLOGICAL STUDIES

A. METHODS AND DOCTRINES

CTS TEC-304

Constructive Theology I

The nature of theological thinking and theological method.

LeFevre MW 1:30-3 Winter

CTS TEC-305

Constructive Theology II

The systematic formulation of the student's own theological position is the major task.

Jennings MF 10:30-12 Fall

CTU T-320

Phenomenology of Religion

The course will first attempt to isolate some of the elements common to all religions, and their relationship to social structures. From this perspective, the phenomenon of civil religion will be examined, especially as it is manifested in recent and contemporary attitudes in American politics and diplomacy.

Vanasse MWF 10-10:50 Fall

CTU T-325

Introduction to Theology

A consideration of the nature, sources, and methods of theology worked out from a study of several case histories. Special emphasis on the historical revelation in Christianity and the developing awareness of the faith-community in relation to shifting horizons.

Hayes MWF 11-11:50 Fall

Schreiter MWF 10-10:50 Winter

DIT T-300

Revelation and the Response in Faith

This course centers on the nature and the vari-

T

Theological Studies

ous explanations of revelation and the response in faith; on the inter-relationship existing between Scripture, tradition and the magisterium; the nature and irreformability of dogma. The course is taught in such a way as to introduce the student to strict theological methodology and to acquaint him with the problematic of theological understanding and expression.

Falanga MWF 9:10-10 Fall

DIT T-301

Horizons of Christian Spirituality

This course embraces the following: basic patterns of psychological growth in contemporary context according to one model of development, e.g., Erikson. The nature of commitment and its varying forms specified by its relationship to the other, e.g., friendship, marriage, religious life. Some patterns of spirituality, taken from history and contemporary life, that are particularly applicable to religious life, e.g., Ignatian spirituality, active spirituality (Mother Theresa) and Catholic mysticism. Finally, part of the course will seek to provide students with some conceptual tools that will enable them to mediate the three realms of meaning articulated in the daily living of the Christian life, theoretical theology and the interior life. Enrollment limited to DeAndreis students.

Staff TTh 10:10-11; 1-2 Fall

DIT T-302

Theological Anthropology

The course seeks to provide the fundamental horizon and principles grounding modern theology. A survey of anthropologies at the basis of various theologies will be presented. The course will focus on man as self-transcending being through an analysis of the symbolic and communitarian nature of his being.

Minogue MWF 8-9 Winter

DIT T-303

Ecclesiology

This course seeks to understand and explore the consequences of Vatican II's teaching in the dogmatic constitution "Lumen Gentium" in conjunction with the pastoral constitution "On the Church in the Modern World" and the Decree on Ecumenism, the Decree on the Bishops' Pastoral Office in the Church, the Decree on the Appropriate Renewal of the Religious Life, the Decree on the Apostolate of the Laity, the Decree on the Ministry and Life of Priests,

the Decree on the Church's Missionary Activity and the Declaration of the Relationship of the Church to Non-Christian Religions. Special attention is given to the metaphors "People of God" and "Mystical Body of Christ." Various contemporary ecclesiological models are examined and compared. Special emphasis is placed on the universal Christian priesthood, the basic equality and functional inequality of church members as well as upon the participation of each member of the Church in its mission.

Falanga MWF 8:10-9 Winter

JSTC T-351 (4)

Fundamental Theology I

Lectures and tutorials toward a personal synthesis of Fundamental Theology. Four hours of credit. Topics: Method, Revelation, and Faith; The World in Sin and Grace (four and seven weeks respectively). Other than JSTC M.Div. students admitted by permission of instructors.

Haight/Sears/ M 10-10:50 Fall
Schineller W 9:30-10:50
F TBAr

JSTC T-352 (4)

Fundamental Theology II

A continuation of lectures and tutorials toward the personal synthesis of Fundamental Theology. Four hours of credit. Topics: Person and Work of Christ; The New People of God; The Sacramental Life of the Church (five, five and one weeks, respectively). Other than JSTC M.Div. students admitted by permission of instructors.

Fehr/Haight/Sears/ M 10-10:50 Winter
Schineller W 9:30-10:50
F TBAr

JSTC T-353 (4)

Fundamental Theology III

A continuation of lectures and tutorials toward the personal synthesis of Fundamental Theology. Four hours of credit. Topics: The Sacramental Life of the Church (cont.); God: One & Triune (toward a synthesis of fundamental); and Work on Syntheses (three, four and two weeks, respectively). Final exam week. Other than JSTC M.Div. students admitted by permission of instructors.

Fehr/Haight/Sears/ M 10-10:50 Spring
Schineller W 9:30-10:50
F TBAr

LSTC T-310

Introduction to Theology

The aim of this course is threefold: 1) to define the nature of theology and the relations between the various disciplines of the curriculum, 2) to familiarize students with the chief problems and issues in the current theological situation, 3) and to discuss various options in doing theology today.

Pero	TTh 8:30-9:45	Fall
Sittler	TTh 10:30-11:45	Fall

LSTC T-311, 312

Christian Theology I, II

Survey and interpretation of basic Christian doctrine. The full range of Christian doctrine, from creation to eschatology, is dealt with in these two courses. Although each course forms an independent unit, the two courses are inter-related to constitute a total sequence. Students interested in taking only one of the courses should consult with the instructor.

Hefner	MW 12-1:15	Fall/Winter
Braaten	MWF 12-12:50	Winter
Braaten	MWF 11-11:50	Spring

MTS T-301 (4)

Introduction to Theology I: Fundamental Theology

An introduction to the study of theology as the reasoned endeavor to understand the reality of human life in the world from the perspective of Christian faith in God. Fundamental theology deals with issues of revelation, faith in God, religious experience, and symbolism. Recommended for all first year students.

Evans/Parker	MW 11-12:50	Fall
--------------	-------------	------

MTS T-302 (4)

Introduction to Theology II: Basic Christian Doctrines

This course is designed to introduce the basic doctrines of the Christian faith, as these are understood and reflected upon by representative theologians. Attention will be given to coherent and constructive appropriation of the Christian tradition. Recommended for all first year students.

Burkhart	MW 11-12:50	Winter
----------	-------------	--------

NBTS T-353

Systematic Theology I: Introduction to Theology

This course provides an introduction to the study of the presuppositions of theology. The relation of faith and reason is taken up in detail. The term concludes with a study of revelation

and inspiration. The works of various theologians are studied.

Young	TTh 8-9:20	Fall
-------	------------	------

NBTS T-354

Systematic Theology II: God and Creation

The term begins with a study of the nature of God in Scripture and Christian history. God's work or the doctrine of creation is taken up. The term concludes with the creation and fall of man. The works of various theologians are used.

Finger	TTh 8-9:20	Winter
--------	------------	--------

NBTS T-355

Systematic Theology III: Christ and Redemption

The term begins with a study of the person and work of Christ, both historically and today. In the latter part of the term, the place of the Holy Spirit in the making of the new life, the church, and the consummation are taken up. The works of various theologians are used.

Finger	TTh 8-9:20	Spring
--------	------------	--------

MTS T-303 (4)

Philosophy of Religion

Comprehensive and critical thinking about the phenomenon of religion in human experience will be the focus of the course. Attention will be given to seminal thinkers such as Kant and Kierkegaard in the development of modern philosophy of religion as well as a review from a theological perspective of the history of Western philosophy. Contemporary philosophical approaches will be employed to analyze whether there are adequate warrants for belief in God.

Evans	M 3-5:50	Fall
-------	----------	------

NBTS T-352

Philosophical Issues in Theological Perspective

Designed for those with little or no background in philosophy, to help them identify, understand and evaluate the influence of different philosophical traditions on theology and Christian life. A basic introduction to Plato, Aquinas, Hume, Kant, Kierkegaard, Heidegger, Whitehead and others.

Finger	WF 8-9:20	Fall
--------	-----------	------

NBTS T-351

Philosophy of Religion

This course is an introduction to the main religious philosophies in western culture. The origin of Christian doctrines and the historical background and development of modern sys-

T

Theological Studies

tems are studied and evaluated.

Young MWF 11:30-12:20 Spring

CTU T-350

The Phenomenon of Christian Worship

An introduction to the fundamental presuppositions, shape and spirit of liturgical and sacramental worship. The special role of myth and ritual and their concrete manifestation in the patterns of Christian celebration.

Keifer MWF 2-2:50 Winter

Keifer MWF 11-11:50 Spring

DIT T-361

Sacraments of Initiation: Baptism, Confirmation

General introduction to the sacraments as saving Christological and Ecclesiological acts. The nature, number, purpose and causality of the sacraments are considered with emphasis on modern theological discussion and ecumenical import. Baptism and confirmation are considered precisely as acts of the Church. The rights and duties they confer on each person is studied as is their relation to each other and to the Eucharist.

Falanga MWF 9:10-10 Spring

DIT T-362

The Eucharist

The Lord's supper and the celebration of the Eucharist in biblical, historical and theological context. Catholic dogmatic teaching, ecumenical discussion, and current questions are critically examined, especially as they relate to the celebration of the Eucharist as sacramental sacrifice and communion. Substantive canonical and moral matters pertaining to the Eucharist are studied.

Falanga TTh 9:10-10 Winter

CTU T-330

The Problem of God and Contemporary Society

An analysis of why God has become problematic for contemporary man is followed by a critical review of representative Christian attempts to respond to this problem. The course seeks to help the student evaluate his own religious experience and respond intelligently to modern man's problem of God.

Hayes MWF 11-11:50 Winter

Leliaert MWF 9-9:50 Spring

CTU I-315

Interpretation and Ministry

For course description consult Interdisciplinary/Integrative Studies offerings.

Senior/Schreiter MW 2-3:15 Spring

Senior/Schreiter MW 12-1:15 Spring

CTU T-401

Readings in the History of Religions

A guided reading and discussion course dealing with selected problems in religious traditions and problems of the study of religions in general.

Schreiter TBAr Spring

MTS T-443 (4)

Approaches to Biblical Interpretation

Selected topics in the history of hermeneutical theory, with emphasis on the contemporary state of the question. A brief survey of the Patristic, Medieval and Reformation periods will lead to an inquiry into the impact of historical-critical method, the rise of hermeneutical awareness, the emergence of consistent eschatology, the fundamentalist-modernist controversy, the dialectical and neo-orthodox theologians, American "biblical theology," the "new quest" theologians, and contemporary constructive efforts.

Mudge W 7-9:50 pm Spring

DIT T-421

Trinity and Creation

A study of the self-revelation of God as triune and the relationship of the Persons of the Trinity to man and his world. The course will present a systematic summary of the main lines of official teaching, the meaning and limitations of the concepts employed, and a survey of modern speculation in Trinitarian theology. Man and his world is studied as the product of God's creative-salvific activity. The creation of man, original sin, and man's attempt to perfect himself and his world will be studied in this context, with special attention given to the more important modern theories. Prerequisite: DIT T-300 or equivalent.

Falanga MWF 9:10-10 Fall

CTS TEC-406

Christology

Who is Jesus for us today, really? An investigation of the relationship of Jesus to contemporary faith, especially in the light of the "quests" for Jesus and the question of the "kerygmatic" Christ. Attention is also given to non-theological modes of representing the significance of Jesus in contemporary literature and music.

Jennings W 1:30-4:30 Fall

CTU I-439 (6)

Christology

For course description consult Interdisciplinary/Integrative Studies offerings.

Senior/Hayes MWF 10-10:50 Fall/Winter

MTS T-404 (4)

Doctrine of Christ

Considers the doctrine of the person and work of Jesus Christ as the basis of Christian faith in God. Particular attention will be given to the problems of the uniqueness and the universality of Jesus Christ vis-a-vis other bases of faith.

Parker W 2-4:50 Fall

JSTC T-460

Christ and Culture

A study of material from Scripture, Tradition, and contemporary theology to see how theologians have viewed the manner in which the Christ event and the Christian message intersect with and relate to the world. Thus the problematic area of the relation of grace/nature, salvation history/secular history, will be studied in its historical and contemporary perspectives, by investigating representative theologians, such as Augustine, Thomas Aquinas, Luther, Rahner, Tillich, and H. Richard Niebuhr. Lectures, brief student reports, and class discussions on assigned readings. Paper required.

Schineller MW 2-3:15 Fall

CTU T-441

Christology and Cultures

A critical review of the development of understandings of Jesus and salvation in the Christian tradition, and their implications in a cross-cultural context. Special attention is given to models of incarnation and salvation, universal claims about Jesus within a religious pluralism, and the question of the ethnic Christ.

Schreiter MWF 11-11:50 Fall

LSTC T-414

Doctrine of the Holy Spirit

A course that will focus on the historical and contemporary resources that are important for shaping a relevant doctrine of the Holy Spirit. Particular emphasis will be given to the problem of nature and spirit.

Hefner TTh 8:30-9:45 Fall

DIT T-423

Man in Christ

The course will consider the conditions for the possibility and consequences of God's self-communication to man in Christ. A historical perspective will be provided by considering the problems and conceptual framework leading to the scholastic synthesis on nature and grace. The main emphasis of the course will be the explication of the multiple dimensions of man's

life in Christ through a consideration of obediential potency, conversion, and the life of charity. The Virgin Mary is studied as the most perfect of the redeemed.

Minogue MWF 10:10-11 Winter

MTS T-411 (4)

Interpretations of the Human Condition

A consideration of contemporary attempts to articulate what it is to be "human," with special attention to the relevance of these efforts for theological anthropology. Readings from such authors as Philip Slater, Philip Rieff, Bruno Bettelheim, Hannah Arendt, B. F. Skinner, Ernest Becker, Robert Heilbroner, Elizabeth Janeway, and Jurgen Habermas. Initial session at LSTC.

Mudge Th 2-4:50 Fall

CTU T-445

Theology of the Church

A study of the origins of the Church; the relation of the Kingdom to the Church; the basic images and themes in Scripture and tradition; the development of ecclesiastical office; and the relation of the Church to the world.

Ahner MWF 9-9:50 Winter

JSTC T-467

Theology of the Eucharist

An interpretation of the symbolic action of the Eucharist, in order to show its rich significance for the community's relationship to God in Christ. The meaning of the Eucharist will be sought from the New Testament. Historical development will be surveyed, with some attention to theories of the real presence and the question of the Mass as sacrifice. Special emphasis will be placed on the "ecclesial" dimension of the Eucharist as re-discovered in the liturgical renewal of the past decade. Lectures, class discussions on substantial weekly readings. Paper required.

Fehr MW 2-3:15 Winter

CTU T-450

Theology of the Eucharist

A study of the scriptural origins and historical development of the eucharistic liturgy, with particular emphasis on the eucharistic prayer. Theological reflection on the meaning of eucharist in light of the above and of contemporary discussion. Consideration of current questions, e.g., ecumenical questions of inter-communion and eucharistic ministry.

Keifer MWF 12-12:50 Fall

Ostdiek MWF 10-10:50 Spring

T

Theological Studies

MTS T-402 (4)

Baptism and Eucharist

A study of the Christian doctrines of baptism and eucharist with emphasis upon critical analysis of various issues now in controversy. Attention will be given to the liturgical implications of various theological outlooks.

Burkhart TTh 11-12:50 Fall

CTU T-455

Sacraments of Initiation

General introduction to sacramental theology. Historical development of the rites and theology of Christian initiation. Current questions concerning the theology, catechesis, and celebration of the sacraments of initiation.

Keifer MWF 12-12:50 Winter

CTU T-460

Sacraments of Penance, Anointing, Orders

The origins and historical development of penance, anointing, ordination. Questions of contemporary theological significance and celebration of these sacraments.

Ostdiek MWF 9-9:50 Fall

JSTC T-464

Theology of Penance and Anointing of the Sick

A systematic grounding of the sacraments of reconciliation in the mystery of the Body of Christ. Insight into the ecclesial dimension of reconciliation with God will be sought from the Scripture and the history of the Church's practice. Theological justification for the Church's role in reconciliation will be provided by a sacramental and social understanding of salvation. Format: lectures and class discussions on assigned weekly readings. Paper required.

Fehr MW 2-3:15 Spring

DIT T-463 (2)

Penance and Anointing of the Sick

These two sacraments are studied in a historical context. The Catholic dogmatic teaching on each is critically examined in the light of more recent ecclesiological documents and current discussion. In the light of post-conciliar ecclesiology, the moral and pastoral implications of dogmatic teaching is explored.

Falanga Th 9:10-11 Spring

DIT T-464 (2)

Sacraments of Matrimony and Orders

This course presents Catholic dogmatic teaching on marriage and orders with special attention being given to the documents of Vatican II and critically examines current theological dis-

cussion and ecumenical import. An attempt is made to situate this study in the context of post-conciliar ecclesiology, liturgy and spirituality. Substantive moral and pastoral implications of the dogmatic teaching are explored.

Falanga TTh 9:10-10 Fall

JSTC T-483

Life After Death

Life after Death is concerned with 5 mysteries. The mystery of life after death (is it for everyone?), the mystery of the human person (what enables life after death?), the mystery of death, the mystery of interim states (purgatory? limbo? hell? heaven?), the mystery of the final state (parousia? general resurrection and judgement? new creation and heaven?) Lecture and discussion. Written exam or oral exam and a paper.

Fortman Th 1:30-3:15 Fall

CTU T-435

Origins and Eschatology

A study of the Christian symbols concerning the origins of man, the world and evil; a correlative investigation of finality and eschatological symbolism.

Hayes MWF 11-11:50 Spring

CTU T-436

Eschatology and Eschatologies

A comparison of central themes in Christian eschatology--apocalyptic crisis literature, death, final completion of the individual and the world --with eschatological views in selected non-Christian religious literature. The comparison will be directed toward a better understanding of eschatological symbols and symbolic systems in both Christian and other cultural situations.

Schreiter MWF 12-12:50 Winter

MTS T-501

Teología Protestante

The focus of the course is to consider Protestant theology within the Hispanic context, tracing its impact on Hispanics as well as the importance of contemporary Hispanic theological interpretation. This course will be offered bi-lingually, depending on the demand. If all students enrolled are Spanish-speaking, the course will be taught in Spanish.

Adj TBAr TBAn

CTS TEC-500

Interpretation

A seminar examining diverse modes of theological interpretation aiming at developing skills in relating theological perspectives to the con-

crete human situation. Enrollment limited to CTS students.

LeFevre F 1:30-4:30 Fall

BTS T-550

The Language of Christology

Following an examination of the doctrine of revelation and questions of theological epistemology, the course deals with matters pertaining to the person and work of Christ. A constructive analysis and statement of the language of Christology is presented. The student is afforded the opportunity to formulate a doctrinal position and to test the statement against the Bible and church tradition, in dialog with other class participants.

Groff M 3:30-6 Fall

CTU T-540

Theology of the Trinity

A study of Trinitarian thought in Christian tradition focusing on Augustine, Bonaventure, and Aquinas. Requirement for admission: CTU T-330 or equivalent.

Hayes MW 3:30-4:45 Spring

JSTC T-558

Mary and the Christian Tradition

The study of Mariology not only reveals the cultural development of the feminine aspect of God (her embodying the role of the Holy Spirit) but also the changing models of the ideal Christian believer. This course will study not only the development of the Catholic doctrine of Mary from Scripture through tradition, but will also attempt to relate it to changing cultural forms, to the doctrine of the Holy Spirit, and to the emerging importance of the feminine today. Some lectures, assigned readings for discussion, and a final paper.

Sears TTh 9-10:15 Spring

MTS T-532 (4)

Advanced Problems in Systematic Theology

Offers an opportunity for intensive study of a specific contemporary theological topic, thinker, movement, or problem.

Burkhart MW 11-12:50 Spring

B. THINKERS AND SCHOOLS OF THOUGHT

M/L T-395

Current Theological Options in Unitarian Universalism

An examination of six major currents of religious thought -- liberal Christianity,

naturalistic or scientific theism, religious humanism, existentialism, the religion of democracy, and universal world religion -- which have struggled for ascendancy within liberal religion since World War II, and how the churches have responded to them.

Engel TBAr TBAn

BTS T-453

Theology of Augustine

This course will begin with a focus on Augustine's life as a spiritual pilgrimage, and expand to view his philosophical reflections, ecclesiastical convictions, and theological doctrines from that context and according to their interrelated unity. Students will read some materials in common, pursue one aspect of his thought individually, and group into teams to consider the interrelation of various aspects of his thought.

Meyer Weekend intensive-TBAr Spring

BTS T-452

Theology of Karl Barth

An inductive study of representative writings. Principal readings will be in *Church Dogmatics*.

Groff M 3:30-6 Winter

MTS T-421 (4)

Theology of Karl Barth

A seminar on the theological contributions of Karl Barth, with a focus on the historical development of his thought, issues of theological method raised by his work, and an assessment of his strengths and weaknesses as an interpreter of the Christian faith.

Parker W 2-4:50 Winter

MTS T-422 (4)

Theology of Paul Tillich

An examination of the theological contributions of Paul Tillich, with special attention to the method of correlation as a solution to the problem to theology and culture. Includes introductory analysis of Tillich's theological development. Offers intensive scrutiny of selected portions of his *Systematic Theology*.

Burkhart F 2-4:50 Fall

JSTC T-455

Rahner's Hearers of the Word

This course consists of a series of lectures on Rahner's *Hearers of the Word*. *Hearers of the Word* is Rahner's theological anthropology and serves as a bridge between his philosophy and theology. It can be studied independently, but

Theological Studies

is studied better as a sequel to his *Spirit in the World*. No paper required. Final oral examination of one half hour.

Wulfange M 3:30-5:30 Winter

JSTC T-456

Lonergan's Method in Theology

This course consists of a series of lectures on Lonergan's *Method in Theology*. It can be studied independently, but is studied better as a sequel to his *Insight*. No paper required. Final oral examination of one half hour.

Wulfange W 3:30-5:30 Winter

NBTS T-463

Theology of Jurgen Moltmann

An intensive study of Moltmann's major writings, especially *Theology of Hope* and *The Crucified God*, followed by student-led discussions and papers on the significance of selected aspects of his thought, including their relationships to other theologians and movements.

Finger WF 1:10-2:25 Winter

BTS T-454

Anabaptism in Theological Perspective

Fundamental motifs of Anabaptism, historically and today, will be explicated in light of the sources and the historiography involved in the recent recovery of the Anabaptist vision. Contemporary expressions such as found in the writings of John Howard Yoder, Robert Friedmann, and Walter Klaassen will be discussed as a way to become involved in the growing dialog and influence of Anabaptist thinking in evangelical, ecumenical, and peace circles.

Brown MWF 11:30-12:20 Spring

BTS T-457

Brethren In Theological Perspective

Theological presuppositions of Brethren historiography and development will be examined, and present theological trends will be traced. The doctrines and practices of the Brethren will be discussed in dialog with contemporary thought. Current issues will be delineated.

Brown MWF 11:30-12:20 Fall

MTS T-414 (4)

Studies in Reformed Theology

A theological exploration of the distinctive character and components of Reformed theology. Emphasis upon an understanding of what "thinking within a tradition" is. Includes study of selected writings, including major figures and confessional documents. Special attention to the Confession of 1967, to determine whether

and in what ways it is a Reformed document.

Burkhart TTh 11-12:50 Spring

CCTS T-452

Protestant Liberalism and Catholic Modernism

This course will deal with representative thinkers who illustrate how Protestantism and Catholicism responded to the challengers of the modern world in the 19th and early 20th centuries.

Hefner/Haight MW 2-3:15 Spring

CTS TEC-426

Political Theology

An examination of the possibility of a political hermeneutic, based on the work of Metz, Moltmann, Lochman, Soele, Alves and Assmann. The discussion will consider the relation of a political theology to political ideologies, correspondence and separation between religion and politics, connections with theologies of liberation, the relevance of a political theology to some representative problems in poverty and racism.

Meyners MF 10:30-12 Spring

CTS TEC-434

Contemporary Liberation Theologies

Readings and discussions of representative writings of contemporary "liberation" theologians. Members of the seminar will discuss selected readings for the first six or seven weeks of the term. Following this common experience, participants will prepare papers focused on their special interests during a reading period. These papers will be discussed in the closing sessions of the seminar.

Schroeder Th 1:30-4:30 Winter

NBTS T-453

Liberation Theology

Begins with an examination of the older "social gospel" liberalism and leading tenets in Marxist thought. Contemporary theologies of Black Liberation, Women's Liberation and Third World Liberation are then discussed, and their relationship to present-day theologies of Process, History and Hope explored.

Finger MWF 11:30-12:20 Fall

JSTC T-488

Introduction to Process Theology

Initial lectures, selected readings, and discussions on the process thought of Whitehead will move into a study of contemporary process theologies of God, Christ, and the church. Paper required. Final written or oral exam. Initial session at LSTC.

Montague M 3:30-5:30 Winter

JSTC T-461

Theological Systems and Methods

A study of the outlines, methods and inner dynamics of important historical and contemporary systems of theology, such as those of Thomas Aquinas, Calvin; Schleiermacher, Rahner, Tillich, Barth. Extensive reading, with either brief weekly written reports or one term paper.

Schineller W 3:30-5:30 Spring

NBTS T-454

Recent Theological Thought

The trends of the nineteenth century, stressing idealism, humanism, and existentialism will be surveyed as background to the twentieth century. The course will concentrate on such theologians as Barth, Brunner, Bultmann, Bonhoeffer, the Niebuhrs, Ferre, and Tillich. Prerequisites: Systematic Theology I, II, III or equivalent.

Young T 1:10-3:40 Spring

CTU T-566

Christology of St. Bonaventure

A study of the Bonaventurian style of Christology, developing the relation between Christology, Trinitarian theology, and the theology of man. The course will work from several Christological sermons and relate these to Bonaventure's larger works. Requirement for admission: CTU T-440 or equivalent.

Hayes MW 3:30-4:45 Fall

DIT T-501

Luther--A Theological Portrait

A collaborative effort, utilizing Luther's writings, to arrive at an understanding and appreciation of his approach to such themes as justification, Baptism, the Lord's Supper, faith, revelation, reason, ministry, and the social order. In order to supplement group discussion and individual reading, periodic lectures will be given primarily to summarize the insights gained from the collaborative study of the primary sources, as well as to offer some insight into the influence of the proposed themes on such Protestant theologians as Kierkegaard, Barth, Bultmann, Tillich, and Pannenberg, and to briefly indicate the direction which these theologians, as well as others, have taken in their theologizing upon them. Useful, but not necessary, is some background in the history of the Reformation. Since the emphasis is primarily on reading and discussion, the only requirement will be a project based on the

readings, the nature of which is to be determined by the individual student in consultation with the professor. Offered in response to student interest. Enrollment limited to between 7 and 12.

Lenhart TBAr Fall

DIT T-502 (2)

The Achievement of Bernard Lonergan

A seminar providing a basic introduction to Lonergan's cognitional theory developed in *Insight*, and his approach to theological method developed in *Method in Theology*. Offered in response to student interest.

Minogue TBAr TBAn

JSTC T-544

Lonergan's Insight

A series of lectures on Lonergan's *Insight*. *Insight* is Lonergan's basic philosophic work and founds all his other work in philosophy and theology. This is the place to begin one's study of Lonergan. No paper required. Final oral examination of one half hour.

Wulftange W 3:30-5:30 Fall

JSTC T-546

Lonergan's Collections I and II

A series of lectures on Lonergan's major articles as collected in *Collection I* and *Collection II*. These articles deal with such topics as "The Natural Desire to See God," "Theology and Understanding," "Christ as Subject: A Reply," "Openness and Religious Experience," and others. No paper required. Final oral examination of one half hour.

Wulftange W 3:30-5:30 Spring

JSTC T-545

Rahner's Spirit in the World

A series of lectures on Rahner's *Spirit of the World*. *Spirit of the World* is Rahner's basic philosophic work and founds all his other work in philosophy and theology. This is the place to begin one's study of Rahner. No paper required. Final oral examination of one half hour.

Wulftange M 3:30-5:30 Fall

JSTC T-547

Rahner's Theological Investigations

A series of lectures on Rahner's major articles in his *Theological Investigations*. These articles deal with such topics as Christology, the Trinity, grace, prayer, the mystery of God, death and others. No paper required. Final oral examination of one half hour.

Wulftange M 3:30-5:30 Spring

T

Theological Studies

BTS T-565

The Ethics of Paul Tillich

A seminar study of the writings of Paul Tillich, especially the *Systematic Theology*, in order to discover his method, the fundamental concepts of his thought, and in order to assess the applicability of his ideas to contemporary issues.

Miller MWF 2:10-3 Spring

JSTC T-552

Contemporary Christologies

The characteristics of contemporary Christologies as compared with older approaches. Close study, discussion and critique of the writings of K. Rahner, Schoonenberg and Pannenberg in this field. Prerequisites: basic Christology and Soteriology. At least three must register for credit. Guided reading, lecture and discussion. Paper required at end.

Doyle Th 3:30-5:30 Spring

MTS T-503 (4)

Seminar on the Church as Community: the Impact of Josiah Royce on American Theology and Philosophy

Attention will be given to the influence of idealism and particularly to Royce's understanding of the "Beloved Community" in shaping an ontological and theological understanding of the Church.

Evans M 2-4:50 Winter

NBTS T-551

Theism

The main theistic systems in both ancient and modern thought are studied. Considerable attention is given to recent theistic discussion. Historic Christian theism as a philosophy of life is presented and evaluated. A seminar. Prerequisites: Systematic Theology I, II, III, or equivalent.

Young T 1:10-3:40 Fall

NBTS T-552

Research Reading in Contemporary Theology

This course is an intensive study of some contemporary theologians. Since a different theologian will be selected each time offered, it may be repeated for credit. Theologians such as Barth, Brunner, Bultmann, Tillich, Niebuhr, and others will be selected for study. Prerequisites: Systematic Theology I, II, III, or equivalent.

Young TTh 1:10-2:25 Winter

NBTS T-553

Existentialism and Theology

An examination of the interaction between the

leading themes of existentialist philosophy and twentieth-century theology. Kierkegaard and Heidegger, as philosophers, and Brunner and Bultmann, as theologians, will receive much attention. References will be made to existentialist themes in art, literature, and contemporary life in general. Prerequisites: Systematic Theology I, II, III, or equivalent.

Finger T 7-9:30 pm Spring

C. ISSUES AND TOPICS

LSTC T-451

Authority of the Bible

This course will be a seminar on the problem of authority, the role of church tradition and contemporary hermeneutical approaches to biblical revelation.

Braaten Th 2-4:30 Spring

JSTC T-463

The Church in the Modern World

This course will consist of a discussion group meeting three times a week and covering definite themes in a highly structured way. Grades will be determined by attendance, active participation in the discussions, several short written reports, and a summary at the end of the course. Maximum enrollment, 14.

Haight/Tuite MWF 11-11:50 Fall

LSTC T-454

Christian Faith Confronts the World

A seminar that will focus specifically on how Christian theology has faced secular challenges in the period 1800 to the present. Limited enrollment; admission by approval of instructor.

Hefner TTh 8:30-9:45 Spring

CCTS T-472

Communicating the Gospel in an Age of Science

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new

perspectives, and to prepare a research paper; and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may include issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those treated in selected works of the convenors. Readings in the methodology and philosophy of science may include issues such as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*, Kuhn's *The Structure of Scientific Revolution*, Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scientific background helpful but not necessary. Initial session at LSTC.

Hefner/Burhoe Th 2-5 Winter
BTS T-459

Theology and Literary Arts

A study of various images of heroism in the American imagination through selected novels and plays. Particular attention will be given to the interplay between such themes as forest and settlement, individual and community, innocence and maturation, and the fate of the lonely "hero" in relation to the "alien tribe." Through the contribution of one of the instructors and the inclusion of selected novels, specific attention will be given to the Black experience in relation to American culture.

Groff/Allen M 3:30-6 Spring
LSTC T-450

Theology and the Church's Ministry

Theological formulation and functioning in the ministry. Limited enrollment; admission by approval of instructor. For seniors.

Braaten MWF 12-12:50 Fall
CTU T-446

The Missionary Dynamics of the Church

In the light of the contemporary questioning of "the missions" this course will try to determine why the Church by her very nature must be missionary, what this mission means, how "necessary" it is in the plan of salvation, and how it is to be carried out in our modern, post-colonial world.

Ahner TTh 9:10-12:15 Spring
LSTC T-415

The Two Kingdom Doctrine in Lutheran Theology and Ethics

This seminar will deal with the pre-history of

Lutheran political ethics, its formulation in the 16th century by Luther and the Lutheran Confessions and its later developments in German, Scandinavian and American Lutheranism. The aim is to test the adequacy of this doctrine in theological ethics today.

Braaten M 2-4:30 Winter
BTS T-464

Church and Politics Seminar

The nature of the various options of how the church relates to politics will be reviewed; current literature and issues will be examined. The seminar will conclude with a three to four day seminar in Washington, D.C., which will be planned conjointly with the representatives of the historic peace churches. To dramatize the options and engage in a historic peace church dialog, classes from Associated Mennonite Biblical Seminaries and/or Earlham School of Religion will join with us in dealing with the issues theologically in the context of encounters with political forces, agencies, governmental officials, and others who are working on Capitol Hill.

Brown Th 1-3:30 Spring
NBTS T-464

The Black Church and the Conflict Between Church and Culture

The purpose of this course is to identify and examine some of the roles, opportunities and limitations of the Black church in dealing with selected contemporary conflicts in our culture. Initial session at NBTS.

Blanford Th 7-9 pm Spring
CTS TEC-455 (1½)

Seminar in Contemporary Black Authors in Religion

For course description consult Ethical Studies offerings.

Rooks M 3:30-5 Winter
JSTC T-490

The Theology of Discerning "God's Will"

A study of the topic of discernment in Scripture and Tradition with a consideration of the theological issues involved in either individual or communal discernment, along with some solution to the issues. Prerequisite: basic Scripture and Systematic Theology. At least five must register for credit. Lecture, assigned readings and reports, discussion. Paper required.

Doyle/Schineller Th 3:30-5:30 Winter
CTS TEC-466

Psychosynthesis: Dreams, Fantasy, and Religion

An exploration of a powerful new method of

Theological Studies

psychotherapy and education that utilizes symbolic visualization, art, meditation, music, dreams, fantasy, movement, and a method that is particularly congenial to theological and religious perspectives.

Foster M 1:30-4:30 Fall

CTS TEC-417

Testimonies of the Spirit

A careful reading of certain major spiritual autobiographies such as Augustine's *Confessions*, Pascal's *Pensees*, Tolstoy's *My Confession*, Woolman's *Journals*, and Hammarskjöld's *Markings* for theological insight and the illumination of Christian existence.

LeFevre TTh 8:30-10 Spring

CTS TEC-416

Theologies of Prayer and the Spiritual Life

A critical examination of the implications of particular theological perspectives for the interpretation of prayer and the spiritual life and of the implications of particular interpretations of prayer for theology.

LeFevre W 7-10 pm Winter

MTS T-427 (4)

The Life of Prayer

A survey of theological considerations bearing on the life of prayer. Aims toward developing a personal theology of prayer and the discipline of praying. Includes Christian mysticism.

Parker TTh 8-9:50 Spring

MTS T-429 (4)

Freedom in Human Life

A seminar examining representative approaches to understanding human freedom in biblical, theological, philosophical and behavioral perspectives. Special attention will be given to issues raised by "liberation theology."

Parker Th 2-4:50 Winter

CTS TEC-479

Images of Woman and Man

An examination of historical images of woman and man in western culture and of current images arising from biological and behavioral sciences. These will be considered in relation to the Judeo-Christian tradition and current attempts to come to terms with changing sex roles.

Meyners/Wooster Th 7-10 pm Spring

CCTS B-453

Current Issues in Jewish-Christian Dialogue

For course description consult Judaic Studies offerings.

Sherman/Perelmuter Th 2-4:30 Winter

CCTS T-572

Advanced Seminar in Theology and the Sciences

The seminar is designed as a forum for papers by theological and scientific faculty and advanced students. It seeks to move toward a theology which is solidly grounded in the best of today's scientific understandings and which at the same time may be dynamic in eliciting religious feelings and behavior characteristic of the best Christian tradition whereby persons are led to appreciate the reality of God's sovereignty and grace which are manifest in enviroing nature and in human form, and to find thereby a new meaning, hope, sense of duty, and beatific persective in God's realm.

Each weekly session will be the occasion for the presentation and critical evaluation of one or more papers *exploring an interpretation of historic religious doctrines in the light of the sciences*. Among the *historic religious doctrines* that may be interpreted are such primary Christian categories as God, Creation, Human Nature, Sin, Salvation, Church, Revelation, and Mission to the World. No specific topic is excluded per se, no matter how out of theological favor it may presently be or how seemingly incongruous with recent secular doctrine. For the seminar, *the light of the sciences* will be sought primarily through focus upon the so-called "hard" sciences that have provided a new world view or "metaphysics." These sciences include physics, biology, sociobiology, and psychobiology. However, this primary focus does not exclude perspectives from the psychosocial sciences, which will also be heavily involved. At the core of its activity the seminar will explore and test a basic hypothesis: that recent scientific information suggests that evolving psychobiological and sociobiological systems require religions as value cores, that the traditional religion of each *culturetype* has been selected for the same kinds of life-producing wisdom as have been selected in the *genotypes* for all animal organisms and societies, and that all of this is generated and selected by a creative system of dynamic reality far transcending any of its creatures.

Admission for credit: While the seminar is expected primarily to involve the presentation of papers by faculty and advanced students, admission for credit is also open to other students whose proposals for a paper to be presented and whose background in theology and

science is deemed satisfactory by the convenors. High performance in CCTS T-472 may be deemed sufficient for admission, and capacity to discuss critically and to advance themes such as those published in *Zygon, Journal of Religion and Science* would provide excellent grounding for any participants in the seminar.

Admission without credit: Participation is also open to Cluster students and faculty who have a concern to become more informed about and/or to participate in this research and development program without obligating themselves to meet the specific course requirements. Such persons should inform one of the convenors in advance of their intention to participate in this manner.

Requirements for students taking the seminar for credit will be (1) to present an original paper of some 20-30 doublespaced pages (during one of the last five weeks of the quarter) on a topic approved by the convenors and to defend it successfully during its discussion, and (2) to present a one- or two-page critical and constructive analysis of the proceedings of each of the other papers and discussions in the seminar sessions. Initial session at home of Dr. Burhoe, 1524 E. 59th St., Chicago.

Burhoe/Hefner Th 7-10 pm Spring
JSTC T-566

The Mystery of God and Evil

Why is there so much evil (sin, pain, suffering) in this world created by an infinitely good God of love; why did He not make a better world? Many attempts have been made to solve this problem in the past and recently. We will study the major solutions that have been offered and try to draw from them both a theoretical and a practical answer to the why of so much evil in the world. Lecture and discussion or (preferably) seminar papers and discussion.

Fortman Th 1:30-3:15 Winter
DIT T-521

Theism and Contemporary Man

A study in depth of selected contemporary deists, theists, and atheists in their writings and in their philosophical backgrounds and/or presuppositions. Offered in response to student interest.

Falanga TBAr TBAn
DIT T-522

Problems in Christology

A biblical and theological study of selected problems relating to the historical Jesus and the Christ of Christian faith; his consciousness,

knowledge, psychological and ontological personality; the meaning and relevance of Christological dogma. Offered in response to student interest.

Walsh TBAr TBAn
JSTC T-590

Mysteries of Christ's Life for Today

A consideration of the mysteries of Christ's life, death and resurrection based on the best and latest exegesis and systematic theology and pointed toward pastoral relevance, not only for liturgy but as subjects for prayer and meditation. Prerequisites: basic Christology and Scripture. Lecture and discussion. Paper required.

Doyle Th 3:30-5:30 Fall
CTS TEC-562A, B, C

Research Seminar I, II, III: The Emergence and Shaping of Religious Meaning

Each quarter will concentrate in some area of ministry of meanings, perhaps "meaning in the aging years" in the fall quarter, "the congregational celebration" in the winter quarter, "the young child" in the spring quarter. The overall goal of the seminars is a biography of human spirit throughout the years of a person's life. Each seminar will culminate in a conference with a small group of pastors who are involved in some meanings project in their own churches. These seminars are open to advanced students by individual application to the instructor. A student may apply for one or more of the seminars.

Snyder TTh 10:30-12 Fall/Winter/Spring

CTU T-501

Myth and Mythmaking

A seminar studying social and personal aspects of myth and the mythmaking process. Drawing upon various mythological and folklore materials, as well as the students' own experience of myth, the seminar will investigate the role of myth in culture and in the individual psyche.

Schreiter/Newbold W 7-9:30 pm Fall
CTS TEC-506

Alienation and Trust

The theological significance of alienation and trust in light of the study of these phenomena as psycho-social dimensions of human experience.

LeFevre M 7-10 pm Fall

JSTC T-530

Social Sin and Grace

The deceptive fact about social sin is that you

T

Ethical Studies

often do not know you are in it or, if you know, whether it can be transformed. This course will focus on the question of the inevitability of social sin (as presented in Reinhold Niebuhr), how to identify it in oppressive ideologies, etc., and how to understand the dynamics of its transformation. Some lecture, assigned readings for class discussions, and a final paper on some area of social sin and its transformation.

Sears TTh 9-10:15 Fall

DIT T-503

Problems in Ecclesiology

A study in depth of some basic problems in contemporary Ecclesiology: the relation of the Church to the churches and other religions; the mission of the Church to the world; secularism, revolution and social theology; the Church and the Kingdom of God; etc. Offered in response to student interest.

Falanga TBAr TBAn

CTU T-599

M.A. Seminar

The purpose of this seminar is to advance a person's thesis, both theoretically and practically. The first part of the seminar will consist in an exploration of theological method, particularly via D. Tracy and B. Lonergan. The second part will consist in individual tutorial work that will further develop the thesis.

Ahner TTh 12-1:15 Fall

CTS TEC-590

Tutorial Study

Tutorial study is available in many different areas of Theological Studies.

Staff TBAr Fall/Winter/Spring

DIT T-590

Directed Readings on Selected Topics

Tutorials in various subjects are offered under this rubric. Consult professor for topic in which you are interested. Offered in response to student interest.

Falanga TBAr TBAn

IV. ETHICAL STUDIES

A. METHODS AND PRINCIPLES

BTS E-351

Christian Faith and Ethics

An introduction to the main themes that shape contemporary theological thinking. Major nineteenth-century theologians will be considered with regard to such questions as the

basis of religious experience; the problem of faith and history; the relationship of faith and ethics; and the kind of understanding appropriate to faith.

Miller MWF 2:10-3 Fall

CTS TEC-320

Social Transformation: Church and Community

An intensive introduction to the concrete study of the problem of the contemporary church in the midst of the changing social structures of urban and rural life. Enrollment limited to CTS students.

Meyners TBAr Fall

CTS TEC-321

Christian Ethics

Historical and contemporary Christian ethical systems with a consideration of their implications and current significance.

Schroeder MW 1:30-3 Fall

CTU E-370

Introduction to Moral Theology

This course is intended for students who have had no systematic approach to moral theology. The stress here will be on the basic principles guiding human action and attitude, in so far as they are compatible with the essentials of Christian tradition and suitable for facilitating conscience formation and decision-making in the face of modern conflicts and problems.

Donahey W 7-9:30 pm Spring

DIT E-341

Principles of Christian Morality

The course will focus on the principles and processes involved in Christian decision-making. It will consider the formation of conscience from the viewpoint of a faculty psychology, from a developmental viewpoint, and from the viewpoint of Lonergan's intentional analysis. Human freedom and responsibility will be considered in their psychological and theological dimensions. The basics of natural law and the possibility of a formal existential ethic will be treated.

Minogue MWF 10:10-11 Spring

JSTC E-335, 336

Contemporary Christian Ethics I, II

Goals: to help participants develop an understanding of the sources and directions of current moral analysis in preparation for ministry in the Church of today and tomorrow. The program runs for two quarters, taken in sequence. Other than JSTC students admitted by permission of instructors.

Content: two sections of material, not coterminous with the two quarters:

1. Study of the structure of contemporary Christian ethics by reference to its historical development in purpose, content, and method, both within and outside of the Roman Catholic tradition.
2. Exploration of a systematic and constructive Christian ethic, both individual and social, suitable to meet the needs of today's evolving ministry. Deals with such topics as: (a) human freedom and grace within the religious context of moral decision; (b) the process of decision and the development of moral norms to direct decision within the dialogic Christian community; (c) the process of formation of conscience and of reason-giving; (d) the characteristics of virtuous or vicious decision-taking and its impact on both person and community.

Participants will share readings, lectures, and class discussions in dealing with the two sections, and will be expected to submit written reflections at the end of each section on the material covered.

Bresnahan/ TTh 10:30-11:45 Fall/Winter
Byrnes/Spohn

LSTC E-310

Christian Ethics

An introductory exploration of the basic options in Christian ethics. Contemporary moral issues will be viewed from the perspective of these options with the aim of increasing the sharpness of moral reflection.

Benne TTh 12-1:15 Winter
Sherman TTh 12-1:15 Spring

JSTC M-381

The Valuing Process: One Key to Ministerial Effectiveness

For course description consult Pastoral Care and Spiritual Direction offerings.

Myers, W 12:30-3:20 Spring
with Bresnahan

CTS TEC-420

Values Clarification and the Church

A consideration of the theory and practice of values clarification. On the theoretical side, this analysis of the valuing process will be critically evaluated, in relation to developmental theories of moral consciousness as well as a Christian theological perspective. On the practical side the theory will be applied to moral

questions, controversial issues and conflict management. The class will design strategies, games and simulations for the clarification of value issues in a church setting.

Meyners Th 7-10 pm Fall

CTS TEC-455

Research Methods and Group Process Intensive

A two-week September intensive for CTS D.Min. candidates. Faculty in both classical and relational disciplines will participate. Enrollment limited to CTS D.Min. candidates.

Staff TBAr Fall

CTU E-475

Theological Foundations of Social Ethics

The course will attempt to establish the biblical theological roots of Christian commitment to ministry. Issues to be discussed include power, evil, eschatology, freedom and the concept of social structural sin.

Pawlikowski TTh 12-1:15 Winter

CTU E-479

The Virtue Approach to Moral Theology

The role of virtue has been prominent in traditional Catholic moral theology. It has recently suffered an eclipse, while some in the Protestant tradition have evidenced a new interest in it. These trends will be evaluated against a study of the meaning of virtue in tradition, of the renewed interest in it, of its significance for the meaning of moral theology, and of the criticisms that can be brought to bear. The virtues included here are the theological and cardinal virtues, and the virtues of religion, piety and fidelity.

MacDonald MW 2-3:15 Winter

NBTS E-451

Christian Ethics

The aim of this course is to investigate the Christian approach to the main social issues of today. Consideration will be given to the biblical and theological basis for social action. Central social issues, including the socio-economic and political structure, personal and civil rights, war and peace, labor and management, and interpersonal relations, will be studied. Field trips to social institutions will be included.

Young MWF 10:30-11:20 Winter

CCTS E-489

The Church's Peace Ministry: Issues and Perspectives

What can the churches contribute to world

Ethical Studies

peace? What understandings of world peace might guide religious thought and action toward a world without war? What theological and political standards are involved in setting limits and determining priorities for peace activities? How can the concern for world peace become a regular part of ministry at every level of church life? Eight Chicago-area seminary faculty including the instructors of this course have met regularly as the curriculum development task force of the World Without War Council -- Midwest to design a course addressing these questions. The course is expected to treat such topics as: the global political conditions for peace; the means and limits of citizen action for peace in the United States, with special emphasis on the role of the churches; and the theological bases for, and meanings of, the issues of global politics and citizen action. Initial session at CTU.

Livezey/Nelson/Pawlikowski/Thompson

M 3:30-6

Spring

CTS TEC-564

Religion and Interpretation of Contemporary Urban Life

A seminar examining various theistic and non-theistic interpretations and descriptions of contemporary urban life and their implications for religious institutions. Selected writings of figures such as Edward Banfield, Kenneth Boulding, Henry Clark, Harvey Cox, Robert Dahl, Herbert Gans, Andrew Greeley, Oscar Handlin, Floyd Hunter, Daniel Moynihan, Lewis Mumford, H. Richard Niebuhr, Maurice Stein, Max Weber, and Gibson Winter will be the focus of weekly seminar sessions. The particular figures considered in a given year will vary depending on the interests of the members of the seminar.

Schroeder

Th 1:30-4:30

Fall

CTU E-587

Value Study and Moral Theology

There is great interest in value analysis and value clarification. "Value" is a term that is not familiar to traditional Catholic moral theology. This will be an attempt to study the significance of value for moral theology, and to assess the relevance of empirical approaches to value for moral theology.

MacDonald

MW 2-3:15

Spring

JSTC E-538

Legal Reasoning and Theological (Ethical) Reasoning

Seminar to investigate similarities and differ-

ences between the manner in which common-law judges deal with decision-taking and reasoning (in such matters as the right of privacy, freedom of speech, divorce, capital punishment, abortion), and the way in which ethicists, particularly theological thinkers, approach the same or related issues. Emphasis will fall upon the possibility of cross-fertilizing between theological reasoning and legal reasoning in the context of distinctively pragmatic, North American characteristics of mind. Participants will be encouraged to add their own special interests in methodology to the comparison. Common readings and discussion of examples allowing comparison will be followed by oral reports on areas of individual choice according to the interest of each participant, and by a final written reflection. Minimum enrollment: 10.

Bresnahan

M 7:30-9:45 pm

Winter

CTS TEC-590

Tutorial Study

Tutorial study is available in many different areas of Ethical Studies.

Staff

TBAr

Fall/Winter/Spring

B. THINKERS AND SCHOOLS OF THOUGHT

LSTC E-433

Towards a Public Theology--The Thought of Gibson Winter

An effort to trace Winter's analytical and constructive work through the corpus of his writings--from *The Suburban Captivity of the Churches* to *The Human Connection*.

Benne

Th 2-4:30

Spring

M/L E-425

John Dewey: Religious Social Ethics

A reconsideration of the American pragmatic tradition in social ethics through a critical analysis of selected major texts by John Dewey.

Engel

TBAr

TBAr

MTS E-433 (4)

Seminar in Ethics

In alternate years the seminar will address issues of current importance, with a focus on contemporary sources for reflection, and persons of importance in the area of Christian ethical thought. In 1976-77, the seminar will focus on the ethical thought of Dietrich Bonhoeffer.

Stotts

W 7-8:50 pm

Winter

JSTC E-535

Tutorial in Advanced Moral Theory

Examination of the theological writings of Karl Rahner as they bear upon ethical theory and practice, including spiritual and social ministry, with attention to related materials of other contemporary Christian ethicists. Prerequisite: JSTC E-335, 336, or equivalent.

Bresnahan TBAr Fall/Winter

BTS T-565

The Ethics of Paul Tillich

For course description consult Theological Studies offerings.

Miller MWF 2:10-3 Spring

C. ISSUES AND TOPICS

DIT E-342

Human Love and Sexuality

The first half of the course will develop a Christian anthropology in which to ground an understanding of human love and sexuality. An effort will be made to present an integrated picture of the multiple dimensions of human love. This will serve as a basis for the second half of the course which will consider special ethical issues: contraception, celibacy, homosexuality, marital love and fidelity.

Minogue MWF 9:10-10 Spring

CTU E-483

Intemperance: Moral Evaluation

By "intemperance" is meant the problem associated with alcoholism and drugs in contemporary American culture. It will also be extended to include prostitution and pornography. Data on these practices will be studied, and assessed for their import, especially in private and social morality. Approaches by way of "medicine" and law will be considered. The underlying concern here is to ascertain the procedure of fashioning a moral theology that is attuned to cultural conditions.

MacDonald MW 2-3:15 Fall

CTU E-484

Divorce

Divorce will be studied against a broad theological background, with the focus on its moral implications. Scripture and church tradition will be given special attention. Ecumenical concerns in the Orthodox and Protestant traditions will be included. The main context for this study will be the Catholic position on the nature

of marriage. Pastoral considerations will conclude this study, such as the implications of the current divorce trend, the practical difficulties experienced by divorced persons and the recent attempts of concerned clergy to respond to these problems.

MacDonald Th 2-4:30 Fall

M/L E-427

Ethics and Ecology

A study of how contrasting modes of ethical analysis approach the issue of ecology. Representatives of theological, philosophical, literary and scientific perspectives will be treated.

Engel TBAr TBAn

LSTC E-431

Civil Religion and the Christian Community

An attempt to analyze the nature of the American civil faith, to point up its shortcomings and strengths, and to make a critique of it from a Christian point of view.

Benne TTh 8:30-9:45 Fall

LSTC E-435

Christianity and Capitalism

This course will first trace the historical relation between the Christian faith and the development of capitalism. It will then move toward contemporary interpretations--both positive and negative--of modern capitalism, and conclude with a critique dealing with this question: How compatible is the Christian ethic with the spirit of capitalism?

Benne W 2-4:30 Fall

JSTC E-442

Slavery and Emancipation

An exploration, from a theological perspective, of the developing Christian response to the socio-political institution of "slavery" from the pre-Christian Old Testament prophets, through the New Testament period, into the era of emancipation, up to contemporary efforts to deal with the New World and with post-industrial society's moral equivalents of slavery--the "wage" system in industrial society and the "welfare" system in political society, as well as the "imperialist" system in international society. Attention will be given to means employed in various eras to end oppression or restrain brutality involved in "work" systems and class systems, especially as these relate to property "ownership" and political power. Investigation of theological significance of Marx's concept of "alienation" and its relation-

Ethical Studies

ship to current problems. Specialization by each participant in comparative examination of an historically past issue in relation to a contemporary problem area; oral presentation and concluding, written reflection.

Bresnahan, TBAr Spring
with Myers

CTS TEC-455 (1½)

Seminar in Contemporary Black Authors in Religion

A critical reading of such authors as J. and C. Cone, Roberts, Wilmore, and Jones.

Rooks M 3:30-5 Winter

CTU E-478

Organizing for Social Ministry

Students will be exposed to the basics of research and developing an action response to a specific social issue of their own choosing. They will be asked to make their research available to the larger community and try to secure support for their action response among CTU students and faculty and/or outside persons. The course will also include an introduction to persons and groups working in social ministry as well as reflection on the theology and parameters of social involvement by the church/minister.

Pawlikowski W 7-9:30 pm Fall

DIT H-511 (2 or 3)

American Catholic Response to Social Problems

For course description consult Historical Studies offerings.

Hartenbach TBAr Winter

CTU E-570

Theology of Revolution

In order to provide a realistic context in which to theologize about revolution, the course will begin with an introduction to concrete revolutionary situations past and present. These will be interpreted through readings from Crane Brinton, Hannah Arendt and Franz Fanon. The scene will then shift to the theological ethical sphere as various attempts to construct a theology of revolution by contemporary Christian authors are examined in some depth. There will be a particular focus on the writings of Latin American theologians but the models put forward by North American authors will also have a hearing. The final part of the course will involve a discussion of constructive statements on a theology of revolution by members of the seminar.

Pawlikowski Th 2-4:30 Fall

JSTC E-533

Social Ethics and Legal Institutions

Seminar to explore the relationship between ethical theory and practical, contemporary problem areas of legal regulation of human activity. An initial examination of selected aspects of the "natural law" tradition and of contrasting legal positivism through common readings and discussion will be followed by choice of a particular problem area in legal regulation of human activity, preparation of an oral presentation, and final written expression of some dimension of the participant's reflection on the problem. Such questions as criminal correction, abortion, prostitution, pornography, equal access to the courts, environmental pollution, planning of mass transportation, commitment procedures for the mentally ill, civil disobedience, conscientious objection, military justice system, political corruption, use of violence by police, can be chosen with a view to evaluating the present effectiveness of legal regulation and to suggesting alternative programs. Enrollment limited to 12.

Bresnahan M 7:30-9:45 pm Spring

NBTS E-551

Medical and Legal Issues in Biblical Perspective

The course will examine a number of contemporary issues in the fields of medicine and law, particularly focusing on ethical issues such as abortion, cloning, genetic engineering, victimless crimes, etc. Included will be an examination of the current state of the art regarding various procedures, and the medical-legal professional perspectives which might help inform the decision-making process.

Buzzard Th 7-9:30 pm Winter

CTU E-573

Ethical Values and the Arts

The course will discuss some representative selections from twentieth century literature to understand the ethical values imbedded in their themes. The topic of beauty and morality will also receive attention. The final section of the course will consider the problems of pornography and censorship.

Pawlikowski TTh 12-1:15 Spring

DIT E-590

Selected Topics

Tutorials in various subjects are offered under this rubric. Consult professor for topic in which you are interested. Offered in response to student interest.

Minogue TBAr TBAr

V. WORLD MISSION STUDIES

A. MISSIONS AND ECUMENICS

CTU T-320

Phenomenology of Religion

For course description consult Theological Studies offerings.

Vanasse MWF 10-10:50 Fall

LSTC W-310

World-Wide Christian Missions: An Introduction

An introduction to significant theological issues and concrete expressions of mission in one world today. Attention is given to LCA world mission and ecumenical involvements.

Scherer MWF 11-11:50 Fall

NBTS W-321

Introduction to the Mission of the Christian Church

This course provides a basis for understanding the theological foundations for the Christian's mission as an individual and as a member of the Community of Faith through readings in biblical materials, theology and missiology. The student will be made aware of the need to relate the content of the faith through the culture of the recipient. Case studies from various mission endeavors will be utilized.

McIntosh Th 1:10-3:40 Winter

CCTS M-495

Ecumenical Spirituality

For course description consult Pastoral Care and Spiritual Direction offerings. Initial session at CTU.

Isabell/Buzzard Th 2-4:30 Winter

CTU B-490

Biblical Foundations of Mission

For course description consult Old Testament offerings.

Senior/StuhlmueLLer T 7-9:30 pm Fall

CTU T-446

Missionary Dynamics of the Church

For course description consult Theological Studies offerings.

Ahner TTh 9-10:15 Spring

CTU W-445

Cross-Cultural Dynamics in the Appropriation of Faith

This seminar will explore some of the key issues involved in the appropriation of faith, both from the point of view of the appropriating subject and from the point of view of one who seeks to facilitate this appropriation in

others. The interpretative dimension of this process, including the complex cross-cultural aspects of some situations, as well as the "praxis" dimension, will be emphasized. To this end Paulo Freire's pedagogy will be especially studied and evaluated.

Boberg TTh 12-1:15 Fall

CCTS I-480 (6 or 9)

Cross-Cultural Communication

For course description consult Interdisciplinary/Integrative Studies offerings.

Armendariz/Barbour/ M 9-3; Spring

Boberg/Pero W 3:30-9:30 pm

CTU T-441

Christology and Cultures

For course description consult Theological Studies offerings.

Schreiter MWF 11-11:50 Fall

CTU T-436

Eschatology and Eschatologies

For course description consult Theological Studies offerings.

Schreiter MWF 12-12:50 Winter

CTU H-422

19th Century Imperialism and World Mission

For course description consult Historical Studies offerings.

Nemer TTh 12-1:15 Winter

JSTC E-442

Slavery and Emancipation

For course description consult Ethical Studies offerings.

Bresnahan/Myers TBAr Spring

LSTC E-435

Christianity and Capitalism

For course description consult Ethical Studies offerings.

Benne W 2-4:30 Fall

CTS TEC-426

Political Theology

For course description consult Theological Studies offerings.

Meyners MF 10:30-12 Spring

NBTS T-453

Liberation Theology

For course description consult Theological Studies offerings.

Finger MWF 11:30-12:20 Fall

CTS TEC-434

Contemporary Liberation Theologies

For course description consult Theological

World Mission Studies

Studies offerings.

Schroeder Th 1:30-4:30 Winter

MTS W-443 (4)

The Urban-Industrial Mission of the Church: Worldwide

The course will cover the early beginnings of the church's involvement in urban and industrial issues in the Social Gospel movement; in the U.S. the impact upon the organization of the Federal Council of Churches, the role of the Labor Council; in Europe, the worker priest movement in France, the Sheffield Industrial Mission in England, the work of Horst Symanowski and Gossner Mission in Germany; in the post WW II era the growing engagement of the church in urban industrial mission in the Third World and the various forms which it has taken there. We will also look at the theological issues which those engaged in urban-industrial mission have had to face and the issues which urban-industrial mission has raised for the church at large.

Poethig M 2-4:50 Spring

CCTS H-445 (3 or 4)

Church and Mission in Contemporary Africa

For course description consult Historical Studies offerings.

Scherer/Evans/Mshana Th 2-4:50 Spring

CTU W-537

Independent Churches and Church Indigenization in Africa

This course will include an introductory review of how Western Christianity has expanded throughout Africa, and of the origins of missionary churches. From this perspective will be examined the phenomenon of the rapid expansion of Independent Churches and Messianic movements breaking away or growing apart from Western missionary churches. A study of the African Christian doctrine and practices developed by these emerging churches and their significance will help us to understand the process of indigenization throughout Africa, with particular attention given to the case study of a church in Southern Africa in the process of indigenization.

Barbour TTh 10:30-11:45 Winter

CTU W-530

Research Seminar in Area Studies

Individually guided reading program in the history and culture of specific countries, as well as their present social, economic and religious situation.

Boberg Th 2-4:30 Fall

CTU W-541

World Poverty, Development, Liberation

An investigation of poverty in the "third world," with its distinctive culture; the use and misuses of development; the mission of the Church in relation to liberation.

Boberg MW 3:30-4:45 Winter

CTU E-570

Theology of Revolution

For course description consult Ethical Studies offerings.

Pawlikowski Th 2-4:30 Fall

B. COMPARATIVE RELIGION

CTU T-401

Readings in History of Religions

For course description consult Theological Studies offerings.

Schreiter TBAr Spring

LSTC W-425

Christian Faith and Faiths of Mankind

Theological issues and spiritual practices of some major living religions are examined with reference to their challenge to Christian belief and spirituality. Possibilities and problems in inter-religious dialogue are also considered. Some field trips are included.

Scherer MW 3:30-4:45 Spring

LSTC W-426

World Religion

A phenomenological study of world religion with particular attention to the resources available in history of religion. For students who have not had a college level course in world religions, a survey of the major world religions will be included. For students who have had such a course, attention will be directed to specific religions or religious phenomena in which there is special interest.

Lindberg M 7-10 pm Winter

CTU W-446

Initiatory Rites and Christian Initiation

This course will include a review of initiatory rites in traditional societies, their nature, function and significance, with special consideration of Jung's theory of the collective unconscious and the realization of self, and finally the study of the ritual of death and rebirth found in both traditional initiatory rites and in the sacraments of Christian initiation. African churches which have used the concept and practice of initiatory rites in the preparation, liturgy and celebration

Ministry Studies: Nature and Functions of Ministry

of the sacraments of Christian initiation will be used as illustrations.

Barbour TTh 10:30-11:45 Fall

CTU W-546

Religions and Societies

The interrelation of religion and society is shown by presenting and analyzing the world's major religious traditions against the background of the specific cultures involved. The methods and insights of comparative religion, anthropology and sociology characterize the scope of this approach.

Loiskandl MW 3:30-4:45 Fall

CTU T-501

Myth and Mythmaking

For course description consult Theological Studies offerings.

Schreiter/Newbold W 7-9:30 pm Fall

CTU M-501

Research Seminar: Symbolism and Religious Experience

For course description consult Pastoral Care and Spiritual Direction offerings.

Newbold T 7-9:30 pm Winter

VI. MINISTRY STUDIES

A. NATURE AND FUNCTIONS OF MINISTRY

CTS CM-304

Ministry and the American Church

An analysis of the roles and expectations of the parish minister in past and present American church life. A seminar designed particularly for third year students in professional degree programs.

Zikmund/Rooks M- 3-6 Spring

CTS CM-305 (1½)

Ministry in the Black Church

An examination of the role and function of the Black minister in the U.S., including varieties of ministry and differences in style among them.

Rooks TBAr Fall

MTS M-310 (4)

Women as Pastors

A broad, introductory course which will deal with opportunities, problems, and questions encountered by women who are planning to enter into parish ministry. The focus will initially be on the role and identity of "pastor" as it has been defined and perceived by both clergy and laity in the past (understanding what has traditionally been a male model). It will then

turn to the dynamics of change within the Church as women assume increasing leadership in ministry to congregations, addressing in particular the question of how changes in traditional roles affect the identity of men and women, both clergy and laity. Course will include dialogue with and panel discussions among: women pastors (employed and unemployed), spouses of male and female pastors, and male pastors who have worked closely with women on their staff.

Adj. M 7-9:50 pm Fall

M/L M-301

Introduction to Liberal Church and Ministry

A continuing seminar exploring models and problems for the practice of the Unitarian Universalist ministry today in its various associational contexts.

Shadle TBAr Fall/Winter/Spring

NBTS M-375

Ministerial Duties

The course explores the whole concept of the ministry and its duties. The organization and program of the local church in its relation to the community, the denomination, and the world mission all receive attention.

Buzzard MWF 10:30-11:20 Spring

BTS M-580

Pastoral Leadership

A study of the liturgical and organizational responsibilities in pastoral leadership in the free church tradition. Enabling the church in its worship and witness incorporates a theology of leadership, and analysis of ministry roles and administrative practices, development of local and trans-local missions, and preparation of such corporate services as the wedding, funeral, dedication, baptism, communion, and ordination. Denominational and community resources are utilized.

Kennel WF 8-9:20 Spring

CTS CM-583

Position Paper Seminar

Each student will write his or her own constructive statement on the nature of ministry. Enrollment limited to CTS students.

Meyners MW 1:30-3 Winter

CTS CM-590

Tutorial Study

Tutorial study is available in many different areas of Ministerial Studies.

Staff TBAr Fall/Winter/Spring



Ministry Studies: Pastoral Care and Spiritual Direction

B. PASTORAL CARE AND SPIRITUAL DIRECTION

BTS M-380

Counseling I: Religion and Psychotherapy

The course will be a study of the contributions of psychotherapy to the theological understanding of the person. This will include a survey of various developmental (personality) theories, the description of psychopathology in terms of origin, nature, and prognosis, and a presentation of a model theory that can be useful in pastoral counseling. The course will also be a brief introduction to the theory of pastoral counseling.

Royer MWF 2:10-3 Winter

CTS CM-330

Personal Transformation

An intensive for first-year students dealing with the nature and dynamics of personal transformation approached both experientially and theoretically. Enrollment limited to CTS students.

Foster TBAr Fall

CTU M-330

Pastoral Care in the Church

Basic history, theology, dynamics and techniques of pastoral care with emphasis placed on the role of the minister in his/her encounter with people. Topics to be considered: pastoral care in historical and theological perspective; the minister's self-image and his/her capacity to care; the minister as professing professional; basic principles of pastoral care; special areas of pastoral concern during normal development and times of crisis. The purpose of this course is to introduce the student to the discipline of pastoral care and to set a broad foundation from which the student can move on to more specialized courses.

Mallonee MWF 9-9:50 Fall

DIT M-310 (0)

Introduction to Pastoral Care

Orientation to Pastoral Care, introductory readings and lectures, with intensive experiences and site visits to programs for disadvantaged people

Kennedy TBAr Fall

NBTS M-391

Personality and Religion

The development process of maturation and growth is studied from the perspectives of the four streams of psychoanalytic, behavioral, existential, and social psychology with continu-

ous correlation of theological perspectives on the nature of man. The focus is on growth in personhood and in the skills in pastoral counseling.

Augsburger T 1:10-3:40 Winter
Augsburger Th 1:10-3:40 Winter

NBTS M-392

Basic Types in Pastoral Counseling

Basic principles of therapeutic interaction in the pastoral ministry of counseling, utilizing theory, case studies, case presentations by students, and experiential opportunities for growth.

Augsburger T 1:10-3:40 Fall

CCTS M-335 (4)

Ministry Lab: The Sick

For course description consult Supervised Ministry offerings.

Stettner/Cluster Pastoral Care Faculty
F 2-3:50 + Lab Fall

MTS M-336 (4)

Ministry Lab: Youth

For course description consult Supervised Ministry offerings.

Stettner F 2-4:50 Winter

MTS M-337 (4)

Ministry Lab: Older Persons

For course description consult Supervised Ministry offerings.

Stettner F 2-4:50 Spring

M/L M-302

Death, Grief and Loss

Attachment and loss in relation to death and other life crises. This course will deal with individual, social, and cultural dimensions of dying and death. The sociology of dying; the psychology of grief; care of the dying and the bereaved; funerals and ritual. Suicide. The art of dying. Alternative religious stances toward death, resurrection and immortality. Readings include the work of Freud, Illich, Kubler-Ross, Lifton, and Saunders.

Schneider TBAr TBAn

M/L M-396

Case Studies in Pastoral Diagnosis

An examination of the character and patterning of the fundamental forms of interpersonal relationships. Structured around a case-study method of first-person documents with small group discussion, the course will endeavor to test and assess the adequacy of alternative theoretical formulations in personality theory and pastoral theology, and to develop a disci-

Ministry Studies: Pastoral Care and Spiritual Direction

pline of pastoral diagnosis. Equally, we will concentrate on developing for ourselves that "disciplined subjectivity" which Erik Erikson claims is the method appropriate to those, including clergy, who work in a professional clinical role with others. Readings include: Erikson, Freud, Laing, Lowen, MacMurray, and Pruyser.

Schneider TBAr TBAn

JSTC M-384

Effective Pastoral Ministry II

This course continues the cognitive and experiential skill development begun in Effective Pastoral Ministry I. It is designed to equip the students with skills which will allow them to function more effectively in groups as disparate as the family, the team and the classroom. It will focus on the development of self-awareness, power, and relatedness.

Myers W 12:30-3:20 Fall

JSTC M-381

The Valuing Process: One Key to Ministerial Effectiveness

Values clarification has recently emerged as a key tool for ministry. This course deals with both the theoretical and skill components necessary for fostering effective valuing. By personally experiencing the valuing processes along with related readings and cognitive input, participants simultaneously explore their own values while learning methods they can use. This course has two foci: (1) discovery and development of one's own value system, and (2) learning the theoretical basis and pastoral strategies necessary to move ministerial situations from fact and theory levels to the personal relevance of the values level. The initial focus will be upon the value and meaning of time and how we spend it in our lives. The course will conclude with an examination of various Faith and Justice documents from the denominations represented.

Myers, W 12:30-3:20 Spring
with Bresnahan

CTS TEC-420

Values Clarification and the Church

For course description consult the Ethical Studies offerings.

Meyners Th 7-10 Fall

DIT M-404 (2)

Psychology of Religion

What are the significant data of religious experience? Which data or experiences are of

religious significance? The course will deal with these basic questions, aiming at developing habits of attention to significant data and categories for the organization of data that will facilitate theological reflection on it.

Schultz TBAn Intensive Winter

CTU M-400

Sources of Pastoral Psychology

This course is neither an introduction to bibliography nor a survey, but an exercise in the reading of and working with the principal sources of pastoral psychology, as found in Freud, Jung, and the originators of the more contemporary human potential movement.

Newbold TTh 10:30-11:45 Winter

BTS M-480

Counseling II: Introduction to Pastoral Counseling

The theology of pastoral counseling in relation to the various ministries of the church will be explored. Counseling will be studied in terms of (1) counseling skills, (2) the nature of the counseling relationship, (3) the ministerial identity, and (4) the theological dimensions of counseling. Prerequisite: BTS M-380 or equivalent.

Royer Th 3:30-6 Spring

CTU M-405

Basic Types of Pastoral Counseling

A discussion of the basic types of pastoral counseling in terms of goals, techniques and practices. A presentation and discussion of some typical situations in pastoral care. Limited enrollment.

Newbold TTh 12-1:15 Fall

Mallonee TTh 9-10:15 Winter

Mallonee TTh 9-10:15 Spring

CTU M-406

Practicum in Basic Types of Pastoral Counseling

A prerequisite for this offering is CTU M-405, or equivalent. The course is a practicum; with emphasis on reality practice roleplay, relative to specific types of pastoral counseling situations. Follow-up is offered in the form of evaluation sessions. Verbatim reports will also be required, and evaluation will be given in both individual and group sessions.

Newbold TTh 10:30-11:45 Spring

MTS M-443 (4)

Counseling: Changes in Roles and Role Perceptions for Women

This course will focus on methods of counseling women whose roles and life situations are in transition, i.e.: marriage to divorce, career to

M

Ministry Studies: Pastoral Care and Spiritual Direction

retirement, non-mother to mother, etc. Another focus will be counseling women whose perceptions change within roles. The concern will be to explore alternatives to counseling models which tend to reinforce stereotypical understandings of women's roles and women's responses to ongoing circumstances in their lives. There is no prerequisite for the course, but it is presumed that students who register for this course will have had an introductory level course or the equivalent.

Adj. M 2-4:50 Winter

CTS CM-472

House Church Leadership

Experiencing, theological reflection, and skills training go hand in hand in this course, which utilizes and adapts the insights of Gestalt, Psychosynthesis, Transactional Analysis, journal writing, fantasy, and meditation as pathways for personal growth and religious experiencing, and for revitalizing the church. There will be opportunity within the class to practice leadership skills.

Foster Th 1:30-4:30 Spring

LSTC M-433

Group Dynamics and Group Therapy

Emphasis upon the learning experience amid the dynamic interactions and interpersonal relations of an ongoing group situation. There will be both psychological and theological reflection as well as a consideration of communication theory. Limited enrollment, admission by approval of instructor.

Swanson MW 8-9:50 Fall

DIT M-406 (2)

Group Process in the life of the Church

Intensive experience of group life and group process. Participation in group experience: observation and reflection upon the process of group formation, life and dynamics, with application of group process to doctrine of Church.

Schultz TBAn Intensive Fall

CTU M-490

Seminar in Spiritual Traditions

This seminar provides each spiritual tradition of the CTU community with the possibility of exploring in depth its heritage. 1976-77: Seminar on Franciscan Spirituality. The goal of this seminar is to acquaint the student with the sources of Franciscan spirituality, such as the writing of Francis of Assisi and the earliest biographies. Out of these sources will be drawn the essential elements of his approach to God and his fellow

man in the world. Required texts: *Omnibus of Sources* and *Workbook for Franciscan Studies*.

Isabell M 7-9:30 pm Winter

CTU M-410

Ministering to Spiritual Growth

This course presupposes a rather good background in theology. The question addressed is: how can a person develop his or her relationship with God? After exploring the various models of direction theologically and historically, the course moves into an exploration of spiritual growth and its requirements, a consideration of the means available to promote it and a practical dealing with cases.

Isabell MW 2-3:15 Winter

CCTS M-495

Ecumenical Spirituality

This is a companion course to CTU M-410 which explores the presuppositions and conditions of spirituality in an ecumenical context. An approach to ecumenical spirituality will be established, and particular common issues explored from the richness of various traditions, contemporary theology and phenomenology of religious experience. Issues touched will be: the role of community in spiritual experience, renunciations, prayer and growth in prayer, spiritual growth and psychological growth. Initial session at CTU.

Isabell/Buzzard Th 2-4:30 Winter

BTS M-489

Marriage Enrichment

The seminar will study the basic philosophy and the presuppositions of marriage enrichment. The teams will also plan the details for and take part in one or two weekend Marriage Enrichment Workshops in cooperation with the instructor and spouse. Students and spouses are expected to enroll as teams. Single students will enroll with partners of the opposite sex. Meetings of the seminar will be on an irregular schedule as required for the workshop planning.

Royer T 7-9:30 pm Spring

CTS CM-432

Marriage and Family Counseling

The theory and practice of marriage and family counseling. Attention will also be given to the growth and self-actualization of well functioning marriages and families. Prerequisite: willingness of spouse to participate in the course and in a marriage workshop connected with the course.

Foster Th 7-10 pm Winter

Ministry Studies: Pastoral Care and Spiritual Direction

LSTC M-431

Marriage and Family Counseling

A course aimed at the preparation of the pastor for his predominant type of counseling. Attention will be directed to theories and practices in present-day conjoint and family therapies. Consideration will be given to pre-marital education, divorce, sexuality, and the sociology of marriage. Limited enrollment, admission by approval of instructor.

Swanson MW 8-9:50 Spring

MTS M-417 (2)

Preparation for Marriage

An exploration of the theological meaning of marriage in relation to traditional and contemporary styles of marriage; the responsibility of church and pastor in helping persons to prepare for marriage will also be considered.

Stettner WF 9-9:50 Winter

NBTS M-492

Conflict, Conciliation and Communication

Exploration of approaches to conflict, conflict resolution, and conciliation skills from the perspectives of communication theory, therapeutic communication, the dynamics of intra-personal, interpersonal, intra-group, intergroup conflict. Team teaching will focus on intercultural and interracial conflict with special focus on the contributions of the Black experience. Prerequisite: Personality and Religion or equivalent.

Augsburger/Warren Th 1:10-3:40 Fall

CTS CM-451

Gestalt Therapy and Religious Experience

An exploration and experiencing of Gestalt Therapy as one way of understanding contemporary religious experience.

Anderson Th 2-5 Spring

CTS CM-452

Transactional Analysis and Pastoral Counseling

This course will explore the theory and the experiential meanings of transactional analysis as these relate with self-understanding, interpersonal relations, and work in committees and organizations as well as focusing on the importance of T.A. for counseling. An experiential learning approach will be employed to integrate theory and practice. Attention will be given to relationships between T.A. and theology and Gestalt Therapy. Readings such as Berne, Harris, James, Jongeward, Steiner and Goulding will be utilized.

Foster Th 1:30-4:30 Spring

CTS TEC-466

Psychosynthesis: Dreams, Fantasy, and Religion

For course description consult Theological Studies offerings.

Foster M 1:30-4:30 Fall

MTS M-405 (2)

Understanding Dreams

The purpose of this course is to consider the meaningfulness of dreams from both religious and psychological perspectives. Various theories for understanding dreams will be considered; biblical and historical dreams will be studied, as well as dreams voluntarily shared by members of the class.

Stettner W 2-3:50 Spring

LSTC M-436

Guilt and Grace

A study of the contributions of psychology and theology to the understanding of the problem of guilt and its resolution. The course is set up in such a way as to encourage and facilitate group teaching and learning.

Kukkonen TTh 8:30 -9:45 Fall

CCTS I-492A, B

Interprofessional Seminar: Health Care and Health Care Delivery Systems

For course description consult Interdisciplinary/Integrative Studies offerings.

Schneider/Cluster Pastoral Care Faculty
F 1-5+Lab Winter/Spring

CCTS M-501

Symposium in Psychology and Religion

The course will be different each time it is offered, as it will focus on some persons, topics, or issue of current interest in the broad fields of psychology and religion. Instructors from various schools, experts on pertinent subjects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. Initial session at LSTC.

Stettner/Cluster Pastoral Care Faculty
W 2-3:50 Spring

MTS M-509

Teología Pastoral

The class will explore the Hispanic pastor's role in the Hispanic community as the pastor applies theological knowledge in the practice of ministry. This course will be offered bilingually, depending on the demand. If all students enrolled are Spanish-speaking, the course will be taught in Spanish.

Adj. TBAr TBAAn

M

Ministry Studies: Pastoral Care and Spiritual Direction

BTS M-582

Introduction to Group Counseling and Therapy
Attention will be given through the structure of the seminar to the theory of group counseling and therapy and the implication for ministry. Each student will serve as counselor to a group at least twice. Each student will also select a theme relevant to the subject and present a paper to the seminar on that theme. Prerequisite: BTS M-480 or its equivalent.

Royer Th 10:30-12 Winter

CTU M-505

Advanced Practicum in Pastoral Counseling

For course description consult Supervised Ministry offerings.

Bush/Chiaramonte TBAr Fall/Winter/Spring

CTS/CRPC CM-531A, B, C

Pastoral Counseling I Seminar

CM 530A, 530B, and 530C provide a series of courses to define the issues in the practice of pastoral psychotherapy including: assessment, interpretation of data, metapsychological perspectives, ego assessment, characterological and symptomatic diagnosis, therapeutic alliance, transference, and the structures of the therapeutic process. Additional tuition charge may be required. Prerequisites: CM-530B and 530C each require the previous course or courses.

Mason T 2-5 Fall/Winter/Spring

CTS/CRPC CM 531A, B, C

Pastoral Counseling II Seminar

A second year continuation of CM-530 including work in marriage, family, divorce, crisis, sexuality, and other counseling as well as a seminar experience in relating and integrating the insights of religion and psychology as they are revealed through the therapeutic experience. Prerequisite: CM-530. Additional tuition charge may be required.

Mason Fall/Winter/Spring
Th 10-11:30, 3:30-5

CTS/CRPC CM-575A, B, C

Pastoral Care Practicum I

For course description consult Supervised Ministry offerings.

Mason TBAr Fall/Winter/Spring

CTS/CRPC CM-576A, B, C

Pastoral Care Practicum II

For course description consult Supervised Ministry offerings.

Mason TBAr Fall/Winter/Spring

CTU M-501

Research Seminar: Symbolism and Religious Experience

A seminar exploring the nature and function of symbols and the symbolizing process in relation to religious experience. The participants will be expected to contribute in terms of their own cultural experience of symbol systems and religious experience; and to do some guided research related to that experience. Limited enrollment, admission by permission of instructor.

Newbold T 7-9:30 Winter

CTU M-508

Existential Psychotherapy and Pastoral Practice

This course examines the important influence that existential philosophy has come to have upon the development of psychotherapy. Emphasis will be placed upon the contributions to psychotherapy made by the existential analysis and interpretation of individual experience in a crisis society. The authors studied will be: Paul Tillich, Ludwig Binswanger, Medard Boss, Thomas Hora, F. J. J. Buytendijk, Rollo May and Eugene Kahn.

Newbold T 7-9:30 pm Spring

DIT M-590 (2)

Pastoral Care Through Ministerial Supervision

For course description consult Supervised Ministry offerings.

Kennedy TBAr TBAr

JSTC M-594

Dynamics of the Spiritual Exercises

This lecture, reading, and discussion course will focus on the theological and psychological dynamics of the Spiritual Exercises of St. Ignatius Loyola. Seen as a radical gospel or conversion experience, the Spiritual Exercises will be considered as an articulation of Ignatius' conversion experience and in the light of present psycho-theological understanding of conversion. Prerequisites: a personal familiarity with the Spiritual Exercises either through the experience of directed retreats or through personal study of them. Requirements: participation in class discussion and a paper.

Robb Th 2-4:45 Winter

NBTS M-591

Marital and Family Therapy

Theory and therapy of the marital dyad, the family triangles of conflict, and the family as a system. Conjoint Therapy and General Systems theory provide the working base for both study

Ministry Studies: Liturgy and Worship

and experiential practice from the pastoral perspective. Prerequisite: Personality and Religion and Basic Types in Pastoral Counseling or equivalent.

Augsburger T 1:10-3:40 Spring
Augsburger Th 1:10 -3:40 Spring

CCTS M-602A (3 or 4)

Pastoral Care: History and Theology

This quarter will focus on the development of a professional understanding of pastoral theology. The history of pastoral care in the church will be considered, as well as the place of pastoral care in the church today and issues concerning pastoral identity. The relationship between theological disciplines and psychological disciplines will also be dealt with. There will be assigned reading, lectures, and seminar discussion.

Stettner/Newbold F 9-12 Fall

CCTS M-602B (3 or 4)

Pastoral Care: Personality Theories and Therapies

Consideration of different theories of personality and their implications for counseling and therapy. We will seek to develop a critical understanding of the emphases and anthropologies represented by the various schools, together with their respective philosophical presuppositions and theological correlations, and endeavor to understand their relevance for counseling and pastoral care. Case studies will be used.

Swanson/Schneider F 9-12 Winter

CCTS M-602C (3 or 4)

Pastoral Care and the Christian Community

An exploration of the nature of community and its healing power with reference to theological, biblical, psychological and therapeutic theories and practice. An experience of the house church process will allow members to participate in a learning-transforming community and to explore Christian community as a vehicle for the mutual care of souls. Each student will be asked to formulate his or her own basic change theory — conditions, processes, goals and outcomes.

Anderson/Royer F 9-12 Spring

C. LITURGY AND WORSHIP

CTS CM-312

Church Worship Design and Leadership

A practicum focusing upon the analysis and

development of effective worship materials, symbols, language, music, prayers, movement, liturgy, etc.

Zikmund TTh 10:30 -12 Fall

CTU T-350

The Phenomenon of Christian Worship

For course description consult Theological Studies offerings.

Keifer MWF 2-2:50 Winter

Keifer MWF 11-11:50 Spring

DIT M-332 (2)

Introduction to Liturgical Studies

An introduction to the major themes of liturgical study, including a bibliographical survey of the pertinent materials. Areas included are: Cult, Rite, and Man; Symbol, Word and Language: the economy of our sacramental system of symbols; the Paschal Mystery; liturgical law, the Spirit and the letter; sacred time and space; festivity.

Kennedy TTh 9:10-10 Fall

JSTC M-326

Liturgy Practicum: Eucharist and Homiletics

Intended for those who are approaching ordination to the priesthood. Encompasses the art of presiding at the Eucharist and leading community celebration. Homiletics is handled as an organic part of this presidential style. Workshop activities are coupled with critical appraisal and peer evaluation. Limited enrollment.

Serrick MW 1-2 Fall

JSTC M-327

Liturgy Practicum: Sacraments

Designed for those students who are approaching ordination to the priesthood or those who will be engaged in parochial work in various capacities. Encompasses the art of preparing and leading community celebrations of the sacraments other than the Eucharist, as well as various forms of community prayer and paraliturgical services. Limited enrollment.

Serrick Winter

Four Weekends 1/7-8; 1/28-29; 2/18-19; and
3/11-12

JSTC M-328

Practicum in Liturgical Planning

Engages the participants in planning and executing parochial liturgies with appropriate supervision. Evaluative procedures include video-taping actual celebrations and interviewing those who participate in the liturgies. Operative theories in the art of celebration emerge for critical appraisal in the course of the

M

Ministry Studies: Liturgy and Worship

practicum. Enrollment limited to six students.

Serrick TF 1-2 Fall/Winter/Spring

MTS M-314 (4)

Introducing Worship with Preaching I

An introduction of the fundamentals of authentic corporate Christian worship as the backdrop against which the student develops a sermon in process throughout the quarter. The student moves from text to written sermon while examining accompanying critical theological issues regarding the nature of preaching.

Wardlaw MWF 9-9:50 Fall

MTS M-315 (4)

Introducing Worship with Preaching II

The student preaches before peers, the sermon developed in introductory course I. Prior to the preaching moment, the student works before video cameras in a series of exercises designed to help him/her internalize and re-present the word-event inherent in the text. The student will also be video-taped in the act of preaching to point out strengths and to build confidence in communication. The course will include designing in detail two worship services; one for the sermon preached; another for baptism or the Lord's Supper. Prerequisite: MTS M-314 or equivalent.

Warlaw F 2-4:50 Winter

MTS M-318 (2)

The Worshiping Congregation

Explores the constitutional requirement regarding corporate Christian worship in UPCUSA including implications for the design and leadership of corporate Christian worship. The class demonstrates the implications of the study by planning and leading corporate worship on campus for a period during the quarter.

Wardlaw TTh 9-9:50 Winter

NBTS M-372

Worship in the Church

This course is concerned with various aspects of worship in the church, from the theology of worship to the effective conduct of services. Consideration is given to the traditional, liturgical, and free-church forms, and to contemporary patterns of worship. Special attention is given to baptism and the Lord's Supper, and to weddings and funerals.

Enright Th 10:45-12 Winter

NBTS M-374

Introduction to Church Music

The purpose of this course is to show the many ways in which the rich musical heritage of the

church supports and expresses the faith of the church. Practical exposure and experience is a part of the course.

Eckert Th 8:30-10:20 Fall/Winter/Spring

BTS M-471

Preaching and Worship

For course description consult Preaching and Communication offerings.

Kennel MTh 3:10-4:25 Winter

DIT M-445 (1)

Public Prayer in the Christian Tradition: The Liturgy of the Hours

The historical development of Christian daily prayer from its Jewish roots through the 1971 General Instruction on the Liturgy of the Hours with practical consideration given to leading the Hours.

Kennedy F 8:10 -9 Spring

DIT M-446 (2)

Practicum in Presidential Style of Celebration

Readings in and supervised practice of the celebration of the Church's liturgy, particularly Eucharist and the sacrament of Reconciliation, in preparation for ordination to the priesthood. Videotape used.

Hartenbach/Kennedy T 10:10-11 Spring

CTU M-519

Rhythms of Liturgical Prayer

An examination of the structures, spiritualities, and cultural contexts of the communal prayer of Christians outside of sacramental celebration. The relation of common prayer to the celebration of the word, to time and season, and to diverse roles in the life of the church. Special question: what is the future of common prayer in the church?

Keifer MW 2-3:15 Fall

DIT M-501 (2)

Development of Eucharistic Prayer

The Jewish roots and historical development of Christian anaphora, as seen in studying the liturgical texts themselves. Topics include: the berakah stance of prayer; early Jewish Christian and Greek Christian texts; the influence of Latin Christian culture; the sacramentaries; allegorization; liturgical movements. Offered in response to student interest.

Kennedy TBAr TBAr

DIT M-502 (2)

Liturgical Time and Space

The development of the Church's Year; and Liturgical art and architecture. Sacred time, the Christian Pascha, the Christmas-Epiphany

Ministry Studies: Preaching and Communication

cycle, cult of martyrs. Expression of sacred space in architecture and how it reveals an ecclesiology. Offered in response to student interest.

Kennedy TBAⁿ Winter/Spring

CTU M-518

Practicum in Liturgy

An examination of the theology and the general principles pertaining to liturgical celebration and the proper role of the minister in liturgy. Study of ritual and practical considerations in the celebrations of wedding, funeral and sacramental liturgies. Practical, moral, canonical and pastoral considerations pertaining to the sacrament of penance. Special treatment of the principles of Eucharistic celebration. Individual practical exercises in administration of penance and celebration. of Eucharist.

Staff F 2-4:30 Spring

DIT M-590 (2 or 3)

Directed Research

Topics determined in response to student interest. Enrollment limited to DeAndreis students.

Kennedy TBA^r TBA^r

D. PREACHING AND COMMUNICATION

BTS M-371

Ministry and Communication

A study of communication as interpersonal and intentional interaction with accent upon attitudes of communication as ministry/ministry as communication, as well as the communicator's own charisma. Principles and practices of effective communication are applied in the various situations of ministry. This experience consists of three hours in class and one hour in supervised laboratory work with the use of audio-video equipment.

Kennel M 3:30-6 Fall

CTS CM-301

Preaching Practicum

This course is designed for those who expect to be parish ministers. Participants will preach regularly. In addition to preaching, participants will consider their roles in corporate worship, weddings, funerals, baptisms, etc. The emphasis will be upon developing self-critical faculties for continued growth in the forms of ecclesiastical communication.

Kemper W 9-12 Spring

DIT M-313 (1)

Basics of Communication

Review of the general principles and practices of

communication. Units: the nature of the communication process; voice production; voice-melody, time, force; bodily actions; audience analysis. Special emphasis is placed on the reading aloud of liturgical texts and commentaries. In addition to the regular class periods each student will have five one-half hour individual instruction periods with the professor.

Miller T 1-1:50 Winter

DIT M-314 (1)

Communication in the Christian Assembly

This course aims at strengthening the foundations upon which the seminarian can build his effective communication of the Word of God, conceived in the broad aspects of all the situations in which he will be responsible for the Word of God. Units: Oral Interpretation of the Word of God; Various Speeches, Interviews, Discussion, Drama; Radio, Television, Films; Teaching in General, and Religion Teaching in particular; Retreats, Workshops, Institutes. In addition to the regular class periods each student will have five one-half hour individual instruction periods with the professor.

Miller M 1-1:50 Spring

DIT M-323 (1)

Ministry of Preaching

The course deals with the theory and practice of composing a sermon and delivering it, with stress on written and oral composition. Units: Steps in Sermon Composition; Principles of Relevancy, Interest, and Support; the Selection and use of Materials; Outlines; and Introduction and Conclusion. In addition to the regular class periods each student will have five one-half hour individual instruction periods with the professor.

Miller Th 10:10-11 Winter

DIT M-324 (1)

Preaching the Homily

The nature of the homily is discussed. Methods of fulfilling the homiletic requirement are explained and practiced. Units: The Nature of the Homily; a Format for the Homily; Variety in the Style of the Homily; Total Environment of the Homily; Presentation to Lay Critics. In addition to the regular class periods each student will have five one-half hour individual practice periods with the professor.

Miller M 10:10-11 Spring

JSTC M-374

Practicum in Preaching

A practicum in preaching homilies, sermons,

M

Ministry Studies: Preaching and Communication

and retreat talks, offered for two hours a week. Use of audio and video taping; exploration of ways to construct, deliver and critique presentations; and arrangements for some presentations to be done in actual settings. Enrollment limited to eight JSTC students, in third year theology and/or deacons.

Mainelli TBAr Winter

MTS M-314 (4)

Introducing Worship with Preaching I

For course description consult Liturgy and Worship offerings.

Wardlaw MWF 9-9:50 Fall

MTS M-315 (4)

Introducing Worship with Preaching II

For course description consult Liturgy and Worship offerings.

Wardlaw F 2-4:50 Winter

NBTS M-373

Principles and Practice of Preaching I

This course combines consideration of the theology of preaching and the nature of biblical preaching with the actual preparation and delivery of sermons. Students' manuscript sermons and preached sermons are evaluated by the class. Sermons delivered in class are videotaped to help students improve their own preaching.

Buzzard/Enright Spring
Th 10:30-11 (plus 2-hr. labs TBAr)

BTS M-471

Preaching and Worship

A laboratory course combining preaching and worship in a unified consideration. Emphasis is given to the study of classical and contemporary principles and methods of preparing and delivering sermons that speak to pastoral, prophetic and pedagogical needs; a search is made for forms and styles for the free church as it celebrates the presence and power of God as experienced in the life of the community. Actual services that integrate theology, phenomenology and contemporary media are prepared and presented; audio and visual tapes are used for evaluation purposes and group analysis. Prerequisite: BTS M-371 or equivalent.

Kennel MTh 3:10-4:25 Winter

CTU M-450

Preaching as Verbal Communication

This seminar and practicum investigates the dynamics of the preached Word through a short study of language, perception, listening and communication theory. This theory is then put

into practice by a process of experimentation. Since each preacher of God's Word must discover his own style of communicating and since each student enters the seminar at a different level of competence and experience, the course encourages a variety of modes and styles of communicating the Word. Each student has access to videotape communication system and opportunities to practice before peers and outside groups. Limited enrollment.

Baumer MW 3:30-4:45 Winter

Baumer TTh 12-1:15 Winter

Baumer MW 3:30-4:45 Spring

Baumer TTh 12-1:15 Spring

DIT M-434 (1)

Practicum II for Theology III

For course description consult Supervised Ministry offerings.

Miller Th 10:10-11 Spring

DIT M-443 (1)

Practicum III for Theology IV

For course description consult Supervised Ministry offerings.

Miller M 8:10-9 Winter

LSTC M-452

Language of Preaching — Shared Story

A seminar to investigate the language, form and theological implications of story. Readings will include stories of the rabbis, short stories and selected sermons. Students will compose and share stories dealing with selected experiences and theological themes. Limited enrollment; admission by approval of instructor.

Niedenthal TTh 12—1:15 Fall

LSTC M-453

Preaching the Christian Gospel Today

This course aims to explore the problems and possibilities in speaking and doing good news today in light of concrete issues and situations. The content, grammar and language of Gospel are themes which will be discussed. Students will be asked to help describe issues and situations, and then present papers which show how Gospel can be spoken in this concrete context. Limited enrollment; admission by approval of instructor.

Niedenthal/Spivey MW 3:30-4:45 Spring

LSTC M-455

Christianity and Tragedy

A seminar which probes the relationship between a tragic sense and vision of life and a Christian one, and the bearing of this relationship on theological understanding and Christian

Ministry Studies: Religious Education

proclamation. Basic readings are dramatic works of tragedy and selected sermons of Paul Tillich. Limited enrollment; admission by approval of instructor.

Niedenthal Th 2-4:30 Fall

LSTC M-456

The Novels and Sermons of Frederick Buechner
A seminar which investigates the language, form and theological implication of the stories and sermons of the contemporary novelist and preacher, Frederick Buechner. Limited enrollment; admission by approval of instructor.

Niedenthal Th 2-4:30 Winter

MTS M-441 (4)

The Indicative and the Imperative in Preaching

The study sensitizes the student to the relationship between the indicative and the imperative moods in preaching. The study begins with an examination of this relationship between the indicative and the imperative in the New Testament and thus, broadens the investigation to study that relationship in the thinking of Barth, Brunner, Bultmann, Bonhoeffer, Tillich, Moltmann, Richard Niebuhr, Lehmann, and Fletcher. The class examines each others' sermons as well as "known" American preachers' sermons in light of the above study.

Wardlaw TTh 11-12:50 Winter

NBTS M-473

Preaching Laboratory

For course description consult Supervised Ministry offerings.

Enright Th 11:30-12:20 Fall

MTS M-506

Literatura y Predicación

The use of Hispanic literature in preaching is the main purpose of the course. Selected readings in Spanish will be considered, where religious emphasis makes them relevant for contemporary preaching. Spanish required.

Adj. TBAr TBAn

DIT M-533 (1)

Practicum I for Theology III

For course description consult Supervised Ministry offerings.

Miller M 10:10-11 Winter

DIT M-544 (1)

Practicum IV for Theology IV

For course description consult Supervised Ministry offerings.

Miller M 8:10-9 Spring

DIT M-545 (1)

Communication Aids

The use of audio-visuals and multi-media in the communication process, especially during the Liturgy. Includes the use of film, filmstrip, slide, poster, banner, lighting, music and sound effects. Offered in response to student interest.

Miller TBAn TBAn

DIT M-546 (1)

Oral Interpretation

An intensive course in the oral communication of the printed word, especially as found in the Lectionary, Sacramentary, and other Liturgical and Non-Liturgical books. Offered in response to student interest.

Miller TBAn TBAn

DIT M-547 (1)

Communication Leadership

An intensification of Communication in the Christian Assembly. The following elements in communication would be discussed: Leadership in Discussion, Audience Response, Modes of Persuasion, Facilitating Study Groups, Directing Parish Liturgy Committees. Offered in response to student interest.

Miller TBAn TBAn

E. RELIGIOUS EDUCATION

MTS M-306 (4)

Teaching Ministry of the Church

A study of the teaching ministry of the church with attention to historical perspectives, educational theory, patterns of objectives, administrative procedures, and styles of teaching with the variety of age groups and situations.

Priester W 2-4:50 Winter

NBTS M-381

The Teaching Ministry of the Church

The course aims to develop an understanding of the biblical, theological, psychological, philosophical and socio-cultural foundations for the educational ministry of the church.

Jenkins WF 8-9:20 Winter

NBTS M-382

Administration and Organization of Christian Education

A study of management theory and its application to church organization and educational ministry. The course includes observation and evaluation of church educational programs.

Staff WF 1:10-2:25 Spring

M

Ministry Studies: Religious Education

NBTS M-384

Group Process in the Church

A study of research in group process and sensitivity training is utilized to understand interpersonal relationships and effective small group leadership. The class becomes a training group for understanding the group process.

Jenkins M 7-9 pm Fall

LSTC M-361

Supervision of Religious Education

Students having advanced level competence in religious education gain supervisory experience in field settings with critical analysis of parish programs including schools, leadership training, curriculum development and design, media and their own supervisory skills.

Bozeman MW 12-1:15 Spring

BTS M-399

The Development of Conscience

A consideration of the biblical doctrine of conscience in comparison with various contemporary views of the development of moral judgment, especially those of Piaget, Erikson and Freud. The course focuses upon the stages of moral development and pathology as well as the implications of such development for the educational and pastoral care programs of the church.

Miller MWF 11:30-12:20 Winter

LSTC M-365

The Bible and Christian Education

A study of the nature and content of the Bible together with a pedagogy appropriate to an edifying use of the Bible.

Norquist TTh 12-1:15 Winter

MTS M-421 (4)

The Use of the Bible in Teaching

A seminar on issues involved in the interpretation of the Scriptures in teaching situations.

Priester Th 2-4:50 Winter

MTS M-411 (4)

Resources for Church Education

Comparative studies of materials for use in the development of teaching in the church.

Priester F 2-4:50 Spring

NBTS M-481

Philosophy of Christian Education

A seminar exploring the influence of major educational philosophies shaping public and religious education. The student is guided in the development of a functional philosophy of

Christian education.

Jenkins MWF 1:10-2:20 Fall

DIT/BTS M-425

Global Conscientization and its Effects on Religious Education Relative to the Black Community

A careful study and evaluation of a pedagogical process by which a person or a people gain a new awareness of their own reality, the forces which objectify and oppress them within that reality, and the potentiality for becoming the subjects of their own liberation (redemption) as well as becoming the agents of change for religious education. Readings, discussions, lectures, projects. Class sessions held at DeAndreis.

Pero Th 1-3:30 Spring

NBTS M-483

Teaching Children in the Church

This course is a combination of educational theory and practice in teaching children. An understanding of the development and growth of children is integrated into a teaching style and methodology appropriate to communicating faith to young children. Observation, evaluation, and practice teaching are included in the design. ABC curricula and that of other denominations are utilized. Prerequisite: Teaching Ministry of the Church or equivalent.

Staff M 7-9:30 pm Spring

NBTS M-482

Ministry with Youth

A study of adolescent psychology with an emphasis on the religious development of youth; an evaluation of styles of youth ministry, resources and youth culture. A field experience in a retreat setting with youth will seek to develop program planning and communication skills. Prerequisite: Teaching Ministry of the Church or equivalent.

Jenkins/Sattler T 7-9 pm Winter

NBTS M-484

Educational Ministry with Adults

A study of human development in adulthood, the adult education movement and implications for teaching adults. Prerequisite: Teaching Ministry of the Church or equivalent.

Staff TBAr Winter

MTS M-438 (4)

The Teaching Ministry with Adults

The development of proposals for teaching with adults in the parish including content, learning

Ministry Studies: Organization and Administration

theory, teaching resources, and evaluation processes.

Priester T 7-9:50 pm Fall

BTS M-571

Celebrative Arts: Drama

An approach to the dramatic arts as teaching servants of the church. Acting is viewed as a program of self-discovery and development under the influence and inspiration of the dramatic text. Course approaches include dramatic and theological analysis of plays, selected class productions, projects for use in education and in worship, and Chicago area theater attendance. Initial session at BTS.

Kennel W 7-9:30 pm Fall

MTS M-508 (4)

Models of Teaching in the Church

A study of a variety of models of teaching with special attention to the theoretical bases and projected usefulness in the church.

Priester W 3-5:50 Fall

MTS M-510

Educación Cristiana

The course will review resources for the purpose of developing Christian educational materials for Hispanic congregations. The point of the study will be on the relevancy of educational materials within the Hispanic need and context. Spanish required.

Adj. TBAr TBAn

NBTS M-581

Research Seminar in Christian Education

Advanced students may design an independent course of study. The seminar will meet to share research designs, review project reports, and integrate the learning from individual courses. Preparation will be made for the special field examination.

Jenkins WF 1:10-2:25 Winter/Spring

For additional courses consult the offerings of the Center for Studies in Religious Education, pp. 125-126.

F. ORGANIZATION AND ADMINISTRATION

MTS M-309 (2)

Polity, Politics and Presbyterianism

An introduction to Presbyterian polity, including preparation for the Standard Ordination Examinations. Includes a study of the historical, theological and political basis for the rules and

procedures by which the church does its work. Contemporary trends in the development of polity will be included.

Worley M 2-4:50 Fall

NBTS M-382

Administration and Organization of Christian Education

For course description consult Religious Education offerings.

Staff WF 1:10-2:25 Spring

BTS M-484

Church Organizational Behavior

Using the biblical concepts of the kingly work of Christ and the body of Christ as an organism, this course will view church organization as a strategic approach to revitalizing the congregation. Both theory and practice will be involved.

Peters Weekend Intensive-TBAAn Winter

LSTC M-490

Church Administration: Congregation, Synod and Churchwide

A study of church polity and administration in the Lutheran Church from the historical and practical perspectives. Principles of organizational development will be used to study the policies and administrative life of the church and the functioning of the pastor and the laity.

Bozeman MW 2-3:15 Fall

MTS M-414 (4)

Congregational Administration

An introduction to the dynamic behavior of congregations with emphasis on theology, concepts, skills, and tools needed for effective management.

Worley M 2-4:50 Spring

CTS CM-411

Church Administration and the Human Potential Movement

An exploration of the various methods and theories of the human potential movement with a view to discovering their relevance to the forms and dynamics of congregational life.

Anderson W 1:30-4:30 Spring

MTS M-440 (2)

Practicum in General Assembly, UPCUSA

For course description consult Supervised Ministry offerings.

Dudley Intensive TBAAn Spring

Ministry Studies: Church and Community

G. CHURCH AND COMMUNITY

CTS TEC-320

Social Transformation: Church and Community

For course description consult Ethical Studies offerings.

Meyners TBAr Fall

MTS M-314 (4)

Membership, Stewardship and Social Action

The course will examine the theologies and strategies for (a) evangelism for recruitment and membership, (b) stewardship of finances, facilities, personnel and community, and (c) social action through service, witness and confrontation. Special attention is given to the resources and agencies of the United Presbyterian Church, and to the structures for mission in the presbyteries, synods and General Assembly. Suggested for middlers preparing for ordination examinations.

Dudley TTh 11-12:50 Spring

NBTS M-371

Contemporary Evangelism

This unit focuses on the evangelistic mission of the church for today. It gives special attention to effective means by which the outreach of the church can be extended in our society. The course seeks to maintain a practical emphasis which keeps in mind the needs of the local parish.

Brown Th 1:10-3:40 Fall

NBTS M-377

Introduction to Ministry in an Urban and Social Context

This course, taught in conjunction with a concurrent field placement, is an introductory survey of the nature of the city and the forms of ministry appropriate to it. Biblical, theological and sociological data will be explored in developing a Christian perspective on the city and the Christian response to it.

Buzzard T TBAr Fall

CCTS M-471 (3 or 4)

Patterns in Urban Ministry

An examination of various models of urban ministry extant in the Chicago area. On-site observation will be part of the effort at understanding viable patterns of ministry in the city. The course will aim at developing relevant strategies based upon our exploration of current models.

Benne/Dudley M 7-10 pm Winter

MTS M-408 (2)

Church Strategies for Changing Communities

In metropolitan America, almost every community is in transition, from the racial changes in the center of the cities, to the rural-suburban transition on the growing edge, including all the aging of communities in between. The course will study cases and visit places of transition to determine the causes and patterns of changing communities. Special attention will be given to the positive role of the church in community change, and to the negative consequences of indecision in the midst of change. Open to pastors and laypersons as well as students.

Dudley/Bridges Sunday afternoons Spring

NBTS T-454

The Black Church and the Conflict Between Church and Culture

For course description consult Theological Studies offerings. Initial session at NBTS.

Blanford Th 7-9 pm Spring

CTU E-478

Organizing for Social Ministry

For course description consult Ethical Studies offerings.

Pawlikowski W 7-9:30 pm Fall

MTS M-434 (4)

Small Congregations

Study of problems and resources for congregations of less than 250 members in areas of limited growth potential. Special emphasis will be given to congregational life styles and leadership development, to program resources and new sources of funding, and to alternative styles of professional pastoral leadership through fraternal churches, yoked parishes, lay pastors and tent-making ministries.

Dudley Sunday Afternoons Winter

CCTS M-441

Parish-Based Ministry with Public Community Colleges

The course will examine the history, development, nature and uniqueness of public community colleges in the context of American higher education. Arenas of potential contact and ministry in relation to the colleges will be explored. Resources at the colleges which are helpful to parishes will be considered. Models of ministries now being implemented across the country will be reviewed. Field trips will be conducted to the main campuses of several colleges, including an urban campus serving predominantly minority students and a suburban

Ministry Studies: Canon Law

campus serving predominantly white students. Community college personnel (such as students, faculty, and administrators) and parish pastors who have related to their local colleges in creative ways will also serve as resource persons. Common readings and individual or group research projects leading to final papers.

McGown Th 7-10 pm Spring

MTS M-450 (2)

Dual Professional Competency Seminar

Identification of ideologies, roles and skills which are common to both the ministry and social work, and those which are unique to each. Enrollment limited to students in the joint program of M.Div./M.S.W.

Dudley M 2-3:50 Spring

MTS W-443 (4)

The Urban-Industrial Mission of the Church: Worldwide

For course description consult World Mission Studies offerings.

Poethig M 2-4:50 Spring

For additional course consult the offering of the Institute on the Church in Urban-Industrial Society, p. 128.

H. CANON LAW

DIT M-315

Introduction, Fundamental Law, General Norms

The course treats the meaning of law, law and freedom, the place of law and of church law in one's life as a Christian, the methodology of applying canon law in practice, legislators in the Church, subjects of church law, dispensation, release from legal obligation, and the relationship between Western law and Eastern rites.

Danagher MWF 10:10-11 Winter

CTU M-420

Legal Aspects of the Sacraments

A survey of present canonical prescriptions, conciliar norms and current practical application of legislation regarding the administration and reception of the sacraments. Particular emphasis on matrimonial law and practice.

Bonner TTh 10:30-11:45 Winter

CTU M-421

Church and Structure: Theology and Law

A study of ecclesiological thought and attempts to concretize the theory, particularly in legal structures. The course involves historical sur-

vey, as well as examination of the contemporary tensions between theory and structure. Treats theory and practical problems of interpretation of law in the contemporary Church.

Bonner TTh 9-10:15 Fall

Bonner TTh 10:30-11:45 Spring

DIT M-416 (2)

Selected Areas in the Ordering of the Church's Mission

Treated are legal residence and its effects; current policy regarding Christian burial; legal aspects of ecumenical relationships, especially with regard to the sacraments; general norms for administration of Church property; general principles of penal law, with certain specific applications; and due process.

Danagher TTh 10:10-11 Fall

DIT M-464

Legal Aspects of the Sacrament of Matrimony

A canonical study of church law on marriage and of its present-day applications.

Danagher MWF 10:10-11 Fall

DIT M-502 (2)

Canonical Matters Affecting Members of the Congregation of the Mission

This course considers vows, bond, dispensation, canonical status and organization of General Assemblies and Provincial Assemblies, of General and Provincial government. Offered in response to student interest.

Danagher TBAr TBAn

DIT M-519 (2)

Procedural Law

A study of the procedural law on matrimony and of the current jurisprudence of diocesan tribunals in the U.S., as well as that of the Rota, in selected areas. Offered in response to student interest.

Danagher TBAr TBAn

J. SUPERVISED MINISTRY

CTS CM-301

Preaching Practicum

For course description consult Preaching and Communication offerings.

Kemper W 9-12 Spring

CTU M-380, 385, 390

Orientation to Supervised Ministry

The pastoral work program provides guided exposure to the social and ecclesiastical scene in Chicago through direct experience of select

M

Ministry Studies: Supervised Ministry

ministerial activity. Reflection on this experience is correlated with course work being taken. Six to eight students are grouped into a team headed by a theological reflector.

Staff TTh TBAr Fall/Winter/Spring

DIT M-311,312 (4)

Pastoral Care of the Disadvantaged

Varied experience in helping activities as sponsored by social and community organizations in the Chicago area. Full working day, once each week, in centers participating in care offered varied ethnic groups, living in disadvantaged circumstances. Guidance in work with youth, adults, aged, given by agencies' staff personnel. Reports and supervisory seminar at DeAndreis once each week. Two credits awarded each quarter.

Kennedy Th 9:10-10:10 Winter/Spring

JSTC M-326

Liturgy Practicum: Eucharist and Homiletics

For course description consult Liturgy and Worship offerings.

Serrick MW 1-2 Fall

JSTC M-327

Liturgy Practicum: Sacraments

For course description consult Liturgy and Worship offerings.

Serrick Winter

Four Weekends: 1/7-8; 1/28-29;
2/18-19; 3/11-12

JSTC M-328

Practicum in Liturgical Planning

For course description consult Liturgy and Worship offerings.

Serrick TF 1-2 Fall/Winter/Spring

JSTC M-374

Practicum in Preaching

For course description consult Preaching and Communication offerings.

Mainelli TBAr Winter

LSTC M-361

Supervision of Religious Education

For course description consult Religious Education offerings.

Bozeman MW 12-1:15 Spring

CCTS M-335 (4)

Ministry Laboratory: The Sick

This seminar will be devoted to exploring issues of religion and health as they are found in dialogue with our contextual experience of ministerial praxis in pastoral visitation and care at Illinois Central Community Hospital. Student

will be assigned to rotating services (medical, surgical, etc.) in the hospital, and will spend approximately three to four hours weekly engaged in pastoral care in the hospital. There will also be a weekly two-hour reflection seminar led by the course faculty. In addition, students will be involved in appropriate hospital events, including a general orientation period, participation in patient-centered conferences with other health care professionals, auditing of grand rounds, and participation in general in-service and continuing education programs as seems appropriate to the interest of both students and hospital staff. Students will also prepare contact-reports and have an opportunity to conduct chapel services in the hospital. Reflection seminar meets Friday, 2-4 pm. Course will meet at Illinois Central Community Hospital, Classroom 16, 5800 S. Stony Island Ave., Chicago. Enrollment limited to 8 students; admission by approval of instructors. Stettner/Cluster Pastoral Care Faculty

F 2-4 + Lab

Fall

MTS M-336 (4)

Ministry Lab: Youth

The course is a basic one in the ministry of caring, which includes "laboratory" experience with a particular population as well as a seminar for reflection and discussion. The course will be held off campus and will involve professional staff persons in the locale of the course. The purpose is to explore the meaning of pastoral care with a specific group of people, which involves deepening self-knowledge on the part of the "pastor" as well as learning more specifically the needs of the persons the pastor seeks to serve.

Stettner F 2-4:50

Winter

MTS M-337 (4)

Ministry Lab: Older Persons

Same description as MTS M-336.

Stettner F 2-4:50

Spring

CTS CM-470

Clinical Pastoral Education

(In conjunction with Clinical Pastoral Education Centers of the ACPE). C.P.E. may be used as preparation for parish ministry, chaplaincy, teaching, counseling, and certification as a C.P.E. supervisor. It brings the student into supervised encounter with persons in crisis in order that "living human documents" might be studied in relation with scientific methods and theological perspectives. (Under certain con-

Ministry Studies: Supervised Ministry

ditions CTS students may be allowed up to two academic credits after successful completion of the program. Clinical credit also awarded.)

Staff TBAr Fall/Winter/Spring

CTS CM-471

Family Pastoral Care

(In conjunction with Swedish Covenant Hospital and the Family Institute of Chicago.) A two-year program (7 quarters or 21 months) with six quarters of participation in C.P.E. and the added dimension of training in the theory and practice of family therapy, to increase knowledge of families and effectiveness in dealing with family problems. (Under certain conditions CTS students may be allowed up to 2 academic credits after successful completion of the program. Clinical credit also awarded.)

Staff TBAr Fall/Winter/Spring

CTS CM-480 (1)

Case Conference and Workshop in Professional Ministry

The case conference will meet five times each quarter in which students will report on the nature and function of ministry in their clinical placement, in dialogue with faculty and student respondents. The workshop will occur once each quarter as an all-day session. It will be focused on a single issue in ministry about which the class sees the need for further investigation. In the third quarter the student will be required to present a paper outlining a viable concept of ministry. One academic credit will be offered for the completion of three-quarters' participation. Open only to CTS students, who may enroll in either of the first two quarters without credit. Designed primarily for third year students, it is open to others by approval of the instructor.

Meyners T 4:30-6 Fall/Winter/Spring

CTU M-406

Practicum in Basic Types of Pastoral Counseling
For course description consult Pastoral Care and Spiritual Direction offerings.

Newbold TTh 10:30-11:45 Spring

CTU M-480, 485, 490

Field Education Project I, II, III

With reflective seminar.

Faculty W or Th 1:30-3 Fall/Winter/Spring

CTU M-497

Pastoral Internship

A two-quarter pastoral internship for priests, deacons, and non-ordained ministers under the

guidance of qualified supervisors. The internship begins with a workshop in which the interns and supervisors together plan and contract for the goals, tasks, and methods of evaluation of the intern experience. There is a regular schedule of reports to and evaluation by the supervisor and CTU Director of Field Education during the course of the program. Further details are available from the Office of the Director of Field Education.

By Arrangement

DIT M-420 (2)

Pastoral Care of the Mentally III

Day-long (working hours) experience once each week, with sampling of dimensions of Clinical Pastoral Education, in the setting of a psychiatric hospital, with seminars, lectures, work reports on pastoral visitation of patients; group discussions; supervision on job by Chaplain Supervisor and at DeAndreis through peer-group supervisory seminar once each week. Enrollment is limited to DeAndreis students.

Kennedy T 9-4 Fall/Spring

DIT M-421 (2)

Pastoral Care of the Physically III

As in DIT M-420, but in general hospital setting. Enrollment limited to DeAndreis students.

Kennedy T 9-4 Fall/Spring

DIT M-440, 441, 442 (6)

Pastoral Care Through Deaconship

Open to those ordained deacons who have completed DIT M-310-312 & DIT M-420-421. Based on experience of being a deacon and functioning as a deacon in a parish setting on weekends and as academic responsibilities allow. Reflection each week in seminar, by peer-group, on written or recorded material based on experiences in role as deacon. Two credits awarded each quarter. Enrollment limited to DeAndreis students.

Kennedy Th 10:10-11 Fall/Winter/Spring

DIT M-434 (1)

Practicum II for Theology III

Presentation of homilies to selected lay critics invited to the seminary. The presentation is followed by a discussion in which the homily and the homilist are evaluated.

Miller Th 10:10-11 Spring

DIT M-443 (1)

Practicum III for Theology IV

Evaluation by the professor and peers of the

M

Ministry Studies: Supervised Ministry

preaching by the theologian in the fulfillment of his assigned ministry.

Miller M 8:10-9 Winter

DIT M-446 (2)

Practicum in Presidential Style of Celebration

Readings in and supervised practice of the celebration of the Church's liturgy, particularly Eucharist and the sacrament of Reconciliation, in preparation for ordination to the priesthood. Videotape used.

Hartenbach/Kennedy T 10:10-11 Spring

JSTC M-469

Practicum in Team Retreats for Adults

Provides supervised experience in the planning and giving of three weekend retreats for adults as a member of a team, plus an evening series on prayer each Wednesday during Lent. Includes training in the giving of presentations, use of media, group dynamics, spiritual discernment and direction. The end of the Spring quarter will develop into a seminar based on topics decided upon mutually by students and supervisors. Extends through Winter and Spring quarters and is limited to six students. Interview with supervisors, Srs. Irene Dugan, Gloria Heineman and Joyce Kemp, of the Longwood Cenacle Retreat House, required before registering.

Cenacle Staff TBAr Winter/Spring

MTS M-440(2)

Practicum in General Assembly, UPCUSA

After background study of reports, assembly procedure, and leadership positions, the class will attend the six-day meeting of the General Assembly. As observers, students will participate in committee meetings, floor debates and informal gatherings. In a daily seminar students will talk with church leaders and representatives of various views; students will share their different impressions, and follow the course of various issues from inception through decision. Through personal experience students should learn the issues, processes and leadership of the church. The course is offered as an "intensive" and may be taken for credit or audit.

Dudley Intensive TBAr Spring

NBTS M-473

Preaching Laboratory

This course provides a special opportunity to integrate into preaching continued learnings of classroom and ministry. Practicum restricted to Senior students and qualified Middlers. The larger activity of this course is preaching, and

its analysis.

Enright Th 11:30-12:20 Fall

CCTS I-492, A, B

Interprofessional Seminar: Health Care and Health Care Delivery Systems

For course description, consult Interdisciplinary/Integrative Studies offerings.

Schneider/Cluster Pastoral Care Faculty

F 1-5 + Lab Winter/Spring

CTS/CRPC CM-575A, B, C

Pastoral Care Practicum I

Provides a supervised experience of the participant's counseling activities. The course provides individual one-to-one supervision, peer supervision, clinical case conferences, and open agenda peer conferences. CTS/CRPC CM-575B and CM-575C continue the experience in the Winter and Spring quarters. Pre- or Co-requisite: CTS/CRPC CM-530A, B, and C, and approval of instructor. May provide clinical credit. Additional tuition charge may be required.

Mason TBAr Fall/Winter/Spring

CTS/CRPC CM-576A, B, C

Pastoral Care Practicum II

A second year continuation of CTS/CRPC CM-575. May provide clinical credit. Pre-requisite: CTS/CRPC CM-575, and approval of instructor. Additional tuition charge may be required.

Mason TBAr Fall/Winter/Spring

CTU M-505

Advanced Practicum in Pastoral Counseling

Prerequisite is CTU M-405 or equivalent. The practicum requires enrollment for all three quarters. It consists of live counseling of high school students, with on-going supervision on a weekly basis.

Bush/Chiaromonte TBAr Fall/Winter/Spring

CTU M-518

Practicum in Liturgy

For course description consult Liturgy and Worship offerings.

Staff F 2-4:30 Spring

DIT M-503 (9)

Intensive Clinical Pastoral Education

On completing DIT M-310-312 and DIT M-420-421 sequences, student may elect to seek enrollment in an intensive quarter of Clinical Pastoral Education at any center accredited by the Association for Clinical Pastoral Education to offer this teaching. Having made this option,

student is required to fulfill it before ordination to the priesthood, but optimally before accepting ordination to the diaconate. Enrollment limited to DeAndreis students.

TBAAn TBAr Summer/Fall/Winter/Spring

DIT M-504, 505, 506 (6)

The Ministry of Education

Student placement is in an educational setting worked out between the student and supervisor, namely: Lemont Teen Parish; retarded adults; campus ministry, or another location where proper on-the-job supervisor is available. Peer-group theological reflection sessions are mandatory once a week. Two credits awarded each quarter. Enrollment limited to DeAndreis students.

Kennedy W 10:10-11 Fall/Winter/Spring

DIT M-507 (6)

Pastoral Care to the Imprisoned

Supervised ministry to the imprisoned. Offered in response to student interest. Two credit hours awarded each quarter.

Kennedy TBAr Fall/Winter/Spring

DIT M-508, 509, 510 (6)

The Minister as Advocate for the Poor

In this course the student-minister is placed as a paralegal aid at the Mid-South Law Office in south Chicago. After an initial period of training in welfare and tenant-landlord law procedures, he would begin interviewing and working with people eligible for government-entitled mandatory public assistance. Besides interviewing, the student would deal with the Dept. of Public Aid, and represent the poor at administrative hearings. On-the-job supervision is provided weekly by a supervising attorney, and the student also participates in theological reflection sessions weekly. Placement in Latino communities is available. Two credits awarded each quarter.

Kennedy TBAr Fall/Winter/Spring

DIT M-533 (1)

Practicum I for Theology III

A discussion type investigation of "next Sunday's Homily." Interpretations of the readings are offered and evaluated. Development of the theme is suggested. Applications to the Mass and daily life are essayed.

Miller M 10:10-11 Winter

DIT M-544 (1)

Practicum IV for Theology IV

Practice in the administration of the sacraments

and the celebration of the Mass. Evaluation is made by way of video-taping.

Miller M 8:10-9 Spring

DIT M-590 (2)

Pastoral Care Through Ministerial Supervision

An opportunity to learn principles and methods of ministerial supervision, through directed readings, weekly peer-group seminars and co-supervision of a theological reflection seminar. Admittance after personal interview and permission of professor. Enrollment limited to DeAndreis students. Offered in response to student interest.

Kennedy TBAr TBAr

For additional placements consult offerings of the Center for Studies in Religious Education, pp. 124-125 and the Institute on the Church in Urban-Industrial Society, p. 127.

VII. INTERDISCIPLINARY/INTEGRATIVE STUDIES

CTU I-315

Interpretation and Ministry

A course aimed at helping the student bring the Christian community's tradition (especially the Scriptures) to bear upon contemporary situations. Drawing upon materials from the student's own pastoral experience, the course will examine the theory and art of interpretation and analyze the interaction of situation, tradition, and human person in the work of ministry.

Senior/Schreiter MW 2-3:15 Spring

Senior/Schreiter MW 12-1:15 Spring

CTU I-439 (6)

Christology

A two-quarter, team-taught course on the mystery of Christ. The first quarter will concentrate on the problems of Christology in the New Testament. The second quarter will treat the development of Christology in the history of Conciliar theology and in systematic theology. Enrollment for two quarters mandatory; 3 credits per quarter.

Senior/Hayes MWF 10-10:50 Fall/Winter

CCTS I-400 (6 or 9)

Personal Transformation

The Intensive Unit is an in-depth experience in a learning-transforming community for students who wish to acquire intermediate levels of competence in helping individuals and face-to-face

Interdisciplinary/Integrative Studies

groups more fully to actualize their potential through multi-faceted growth models. It is envisioned that all students, regardless of their previous experience, can grow, try out new ways of behavior for enabling growth, teach others, explore new theories and be members of the community. For remainder of course description consult pp. 14-16.

Augsburger/Berk-Schaibly/Sears

W 9 am-9 pm; Th 9-12 Winter

CCTS I-460 (6 or 9)

Cross Cultural Communication

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own. At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 20-23.

Armendariz/Barbour/Boberg/Pero

M 9-3; W 3:30-9:30 pm Spring

CCTS I-470 (6)

Interpretation and Communication: Preaching

The Intensive Unit is designed to enable students to achieve competence and effectiveness in the preaching task (1) through the interpretation of biblical foundations, theological traditions, and the contemporary event and human experiences; and (2) through the functional integration of the interpretative task in the context of sermon formulation and proclamation. For remainder of course description consult pp. 26-27. Brauch/Fischer/Kennel Th 3-9 pm

CCTS I-492A, B (3 each quarter)

Interprofessional Seminar: Health Care and Health Care Delivery Systems

This seminar will be devoted to exploring issues of health care and health care delivery systems. In addition to pastoral visitation and care at Illinois Central Community Hospital, theological students will participate in a seminar involving the several helping professions — in-

cluding nurses, social workers, and health education personnel. Weekly two-hour reflection seminar led by the course faculty, involving the respective helping professions. This course may be taken for one or both quarters, as a student desires. Students will be assigned to rotating services (medical, surgical, etc.) in the hospital, and will spend approximately three to four hours weekly engaged in pastoral care in the hospital. In addition, students will be involved in appropriate hospital events, including a general orientation period. Students will also prepare contact-reports and have an opportunity to conduct chapel services in the hospital. Reflection Seminar meets Friday, 1-3 pm; Orientation Session (9 am-12 pm) will be held the first Friday of each quarter: Winter, January 7, 1977; Spring, April 1, 1977. Course will meet at Illinois Central Community Hospital, Room 16, 5800 S. Stony Island Ave., Chicago. Enrollment limited to 8 students; admission by approval of instructor.

Schneider/Cluster Pastoral Care Faculty

F 1-5 + Lab Winter/Spring

CTU T-501

Myth and Mythmaking

For course description consult Theological Studies offerings.

Schreiter/Newbold W 7-9:30 pm Fall

CTU I-598

M.Div. Integrating Seminar

Inter-departmental seminar for CTU M.Div. candidates focusing on case studies in ministry and development of statement on ministry.

Staff Th 2-4:30 Spring

JSTC I-588

Directed Reading and Research

A program of guided readings on a selected area or issue in theology. For such a course, the student should first gain the approval of the advisory team, and then approach a faculty member with a preliminary syllabus, a statement of aims, and a suggested method of accountability for the material to be covered.

Staff TBAr Fall/Winter/Spring

JSTC I-591

Theological Synthesis

The composition of personal theological synthesis under the direction of an appropriate member of the faculty, nominated by the student and appointed by the Dean.

Staff TBAr Fall/Winter/Spring

Interdisciplinary/Integrative Studies

CCTS I-570

Advanced Seminar on the Practice of Ministry in the Context of the Sciences

The seminar is designed as a forum for presentations by theological and scientific faculty, practicing ministers, lay persons, and advanced students seeking: (1) to identify challenges posed for the effective practice of ministry in a society whose understandings of reality are profoundly shaped by modern scientific world-views; and (2) to explore ways in which theological curricula and their several disciplines might more creatively assist ministers to address such challenges.

Intended primarily as a workshop for Cluster faculty, the seminar is open to faculty from other Chicago-area schools (including those in departments of theology, religious studies, and

the various disciplines of the sciences and humanities); invited ministers and lay persons; and a limited number of advanced students. Presentations will be selected by the convenors from representatives of these several groups.

Faculty wishing to participate are requested to notify Dr. Williams in advance, indicating their special concerns and potential offerings, if any. Students may enroll for credit or as auditors upon approval of the convenors. Students enrolled for credit are expected to prepare an original paper on a topic approved by the convenors and to prepare brief critical and constructive analyses of the proceedings of each session. Initial session at home of Dr. Williams, 4940 S. Woodlawn Ave., Chicago.

Burhoe/Hefner/LeFevre/Williams

Th 7:30-10 pm

Fall

CLUSTER PERSONNEL

FACULTY AND EXECUTIVE OFFICERS

- Eugene Ahner**, S.V.D. (CTU) *Assistant Professor of Doctrinal Theology*
B.A., Divine Word Seminary, Techny; S.T.L., Pontifical Gregorian University, Rome; Ph.D. (Cand.), Fordham University.
- Lowell Charles Albee, Jr.** (LSTC) *Director of Library*
A.B., Upsala College; M.Div., Augustana Theological Seminary; M.S., Simmons College, School of Library Science; Study, Andover-Newton Theological School.
- Robert M. Allen** (BTS) *Instructor in Humanities and Religion*
B.A., Manchester College; M.A.Th., Bethany Theological Seminary.
- Philip A. Anderson** (CTS) *Professor of Pastoral Theology*
B.A., Macalester College; B.D., Chicago Theological Seminary; Ph.D., University of Edinburgh. (Sabbatical Fall and Winter Quarters).
- Ruben P. Armendariz** (MTS) *Associate Professor of Ministry and Director of Latino Studies Program*
B.A., University of Texas; B.D., Austin Presbyterian Theological Seminary; Study, Presbyterian Institute of Industrial Relations.
- Arthur Olof Arnold** (LSTC) *Professor of Practical Theology*
A.B., Gustavus Adolphus College; M.Div., Augustana Theological Seminary; M.A., Northwestern University; D.D., Pacific Lutheran College; Study, University of Minnesota; University of Chicago.
- David W. Augsburger** (NBTS) *Assistant Professor of Pastoral Psychology and Counseling*
B.A., Eastern Mennonite College; B.D., Eastern Mennonite Seminary; Ph.D., School of Theology at Claremont.
- Claude Marie Barbour** (CTU) *Assistant Professor of World Mission (Minister of Youth, First United Presbyterian Church, Gary)*
B.S.N., Ecole d'Infirmières et d'Assistantes Sociales du Comité National de Défense contre la Tuberculose, Paris; M.Div., Sorbonne et Faculté Libre de Théologie Protestante de Paris; S.T.M., New York Theological Seminary; S.T.D., Garrett-Evangelical Theological Seminary.
- V. Wayne Barton** (BTS) *Visiting Lecturer in New Testament Greek (Pastor, United Church of Christ-Congregational, Wayne, Illinois)*
B.A., Louisiana College; B.D., Th.D., New Orleans Baptist Theological Seminary.
- Fred A. Baumer**, C.P.P.S. (CTU) *Instructor in Preaching and Communications*
B.A., M.A., University of Dayton; M.F.A., Catholic University of America.
- Robert Benne** (LSTC) *Associate Professor of Church and Society*
A.B., Midland Lutheran College; M.A., Ph.D., University of Chicago; Study, University of Erlangen.
- Elinor Berk-Schaibly** (CCTS) *Human Potential Facilitator (Director, Beverly Women's Center, Chicago)*
Ph.B., University of Chicago; Graduate, Gestalt Institute of Chicago and Oasis Center for Human Potential; Study, Oxford University; Starr King School for the Ministry; Esalen Institute.

- Reidar B. Bjornard** (NBTS) *Professor of Old Testament Interpretation*
Cand. Theol., University of Oslo; Th.D., Southern Baptist Theological Seminary; Study, Uppsala University; American School of Oriental Research, Jerusalem.
- Colvin Blanford** (NBTS) *Instructor in Black Studies and Urban Church (Pastor, First Baptist Church, Gary)*
B.A., San Francisco State College; B.D., Berkeley Baptist Divinity School; Rel.D., School of Theology at Claremont.
- John Boberg**, S.V.D. (CTU) *Associate Professor of Mission Theology*
B.A., Divine Word Seminary, Techny; S.T.L., D.Miss., Pontifical Gregorian University, Rome.
- Robert G. Boling** (MTS) *Professor of Old Testament*
B.S., Indiana State College; M.Div., McCormick Theological Seminary; Ph.D., Johns Hopkins University; Study, American School of Oriental Research, Jerusalem.
- Dismas Bonner**, O.F.M. (CTU) *Professor of Canon Law*
B.A., Quincy College; J.C.B., Pontifical Athenaeum Antonianum, Rome; J.C.L., J.C.D., Catholic University of America.
- Jean Bozeman** (LSTC) *Assistant Professor of Religious Education*
A.B., Lenoir Rhyne College; M.A., Temple University; M.A.R.S. (Cand.), University of Chicago; Study, Michigan State University; Millersville State College. (Sabbatical, Winter Quarter).
- Carl Edward Braaten** (LSTC) *Professor of Systematic Theology*
A.B., St. Olaf College; B.Th., Luther Theological Seminary; Th.D., Harvard University; Fulbright Scholar, University of Paris (Sorbonne); Sinclair Kennedy Traveling Fellow, University of Heidelberg.
- Manfred T. Brauch** (NBTS) *Associate Professor of New Testament Interpretation*
B.A., Houghton College; B.D., North American Baptist Seminary; Th.M., Princeton Theological Seminary; Ph.D., McMaster University; Study, Universität Hamburg; Theologisches Seminar der Deutschen Baptisten.
- James F. Bresnahan**, S.J. (JSTC) *Associate Professor of Moral Theology*
A.B., College of the Holy Cross; M.A., Ph.L., S.T.L., Weston College; J.D., LL.M., Harvard Law School; J.C.B., Pontifical Gregorian University, Rome; M.Phil., Ph.D., Yale University.
- Alvin Bridges** (CCTS) *Executive Director, Associated Urban Ministries, Presbytery of Chicago*
B.A., Stillman College; M.Div., American Evangelical Divinity School.
- Arthur S. Brown** (NBTS) *Instructor in Evangelism (Pastor, Western Springs Baptist Church, Western Springs)*
B.A., Wheaton College; M.A., Wheaton Graduate School of Theology; Ph.D. (Cand.), New York University; Study, Biblical Seminary in New York; The Sorbonne; Heidelberg University.
- Dale W. Brown** (BTS) *Professor of Christian Theology*
B.A., McPherson College; B.D., Bethany Theological Seminary; Ph.D., Northwestern University.

Ralph Wendell Burhoe (CCTS) *Director, Center for Advanced Study in Religion and Science; Professor Emeritus of Theology and Science, Meadville/Lombard Theological School*
Sc.D., Meadville/Lombard Theological School.

John E. Burkhardt (MTS) *Professor of Systematic Theology*
B.A., D.D., Occidental College; B.D., Union Theological Seminary; Ph.D., University of Southern California; Study, University College, London.

J. Patout Burns, S.J. (JSTC) *Assistant Professor of Historical Theology; (CTU) Lecturer in Church History; (LSTC) Adjunct Professor in Church History*
B.A., M.A., Spring Hill College; M.Div., Regis College, Willowdale; M.Th., St. Michael's College, Toronto; M.Phil., Ph.D., Yale University.

Harold Bush (CTU) *Visiting Professor of Psychology (School Psychologist, St. Francis de Sales High School, Chicago)*
Ph.B., University of Chicago; M.A., Roosevelt University, Ph.D., Illinois Institute of Technology.

Lynn R. Buzzard (NBTS) *Assistant Professor of Ministry and Director of Field Education*
B.A., M.A.T., M.Div., Duke University; S.T.D. (Cand.), San Francisco Theological Seminary.

Thomas A. Byrnes, S.J. (JSTC) *Lecturer in Moral Theology*
A.B., College of the Holy Cross; M.A., Boston College; M.Div., Weston School of Theology, Ph.D. (Cand.), University of Chicago.

Edward F. Campbell (MTS) *Francis A. McGaw Professor of Old Testament*
B.A., Yale University; B.D., McCormick Theological Seminary; Ph.D., Johns Hopkins University.

Richard W. Carlson (MTS) *Instructor in Education and Ministry*
B.A., North Park College; M.Div., Union Theological Seminary; D.Min., McCormick Theological Seminary.

Frank Chiaramonte, C.S.Sp. (CTU) *Visiting Professor of Psychology (Principal, St. Francis de Sales High School, Chicago)*
S.T.L., S.T.D., Pontifical Gregorian University, Rome; M.Sc. Chicago State University.

Forrest S. Clark (NBTS) *Assistant Professor of Bibliography and Librarian*
B.S., Middle Tennessee State University; M.Div., Southern Baptist Theological Seminary; M.S. in L.S., University of North Carolina.

Adela Yarbrow Collins (MTS) *Assistant Professor of New Testament*
B.A., Pomona College; M.A., Ph.D., Harvard University; Study, University of Portland; University of Tübingen.

John R. Connery, S.J. (JSTC) *Professor of Moral Theology*
Litt.B., Xavier University; M.A., Loyola University, Chicago; S.T.L., West Baden College; S.T.D., Pontifical Gregorian University, Rome. (Academic leave, 1976-77).

William J. Conway (DIT) *Classical Languages*
B.A., University of Illinois, Chicago Circle; M.A., Doctoral Studies, Loyola University, Chicago.

Alcuin Coyle, O.F.M. (CTU) *President*

B.A., M.A., St. Bonaventure University; S.T.L., J.C.D., Pontifical Athenaeum Antonianum, Rome.

John J. Danagher, C.M. (DIT) *Canon Law, Sacramental Theology*

B.A., St. Mary's Seminary, Perryville; J.C.D., University of St. Thomas, Rome.

Joseph DeVault, S.J. (JSTC) *Professor of Biblical Theology*

Litt.B., Xavier University; Ph.L., West Baden College; M.A., Loyola University, Chicago; Ph.D. Johns Hopkins University; S.S.L., Pontificio Istituto Biblico, Rome.

Lois Dideon, r.c. (CTU) *Instructor in First Year Program; (JSTC) Assistant, Ministerial Program (Retreat Director and Pastoral Counselor, Longwood Cenacle, Chicago)*

A.B., Seattle University; M.A., Andover-Newton Theological School.

Mary Donahey, B.V.M. (CTU) *Visiting Professor of Ethics (Assistant Professor of Religious Ethics, Mundelein College)*

B.S., Creighton University; M.A., Marquette University; M.A., Columbia University; Ph.D., Columbia University and Union Theological Seminary.

James J. Doyle, S.J. (JSTC) *Professor Emeritus of Fundamental Theology*

A.B., St. Louis University; Ph.L., S.T.L., West Baden College; M.A., University of Toronto; S.T.D., L'Immaculée-Conception, Montreal.

Carl S. Dudley (MTS) *Professor of Ministry*

B.A., Cornell University; B.D., Union Theological Seminary; D.Min., McCormick Theological Seminary; Study, New York School of Social Work; Washington University.

Irene Dugan, r.c. (JSTC) *Assistant, Ministerial Program (Retreat Director, Longwood Cenacle, Chicago)*

Study, Hunter College; Dominican College, San Rafael.

Donald F. Durnbaugh (BTS) *Professor of Church History*

B.A., Manchester College; M.A., University of Michigan; Ph.D., University of Pennsylvania. (Leave of absence, 1976-77).

Richard D. Eckert (NBTS) *Instructor in Church Music Administration (Associate Pastor, North Shore Baptist Church, Chicago)*

B.M.E., Wheaton College; M.Div., Northern Baptist Theological Seminary.

Gerard V. Egan (JSTC), *Coordinator, Ministerial Program*

A.B., Loyola University, Chicago; Ph.L., West Baden College; M.A., Fordham University; Ph.D., Saint Louis University.

J. Ronald Engel (M/L) *Assistant Professor of Social Ethics*

A.B., Johns Hopkins University; B.D., Meadville Theological School; M.A., Ph.D. (Cand.), University of Chicago.

William G. Enright (NBTS) *Instructor in Preaching and Worship (Pastor, First Presbyterian Church, Glen Ellyn)*

A.B., Wheaton College; B.D., Fuller Theological Seminary; Th.M., McCormick Theological Seminary; Ph.D., University of Edinburgh.

- Robert Allen Evans** (MTS) *Professor of Philosophy of Religion and Applied Christianity*
B.A., Yale University; B.D., Yale Divinity School; Th.D., Union Theological Seminary; Study, University of Edinburgh; University of Basel; Free University of Berlin.
- Anthony J. Falanga**, C.M. (DIT) *Systematic Theology and President*
A.B., St. Mary's Seminary, Perryville; S.T.L., S.T.D., Catholic University of America.
- Nancy R. Faus** (BTS) *Instructor in Colloquium*
B.A., University of Pennsylvania; M.A., Columbia University.
- Wayne L. Fehr**, S.J. (JSTC) *Instructor in Systematic Theology*
A.B., Xavier University; Ph.L., West Baden College; M.A., Loyola University, Chicago; S.T.L., Sankt Georgen, Frankfurt; M.Phil., Ph.D. (Cand.), Yale University.
- Thomas N. Finger** (NBTS) *Assistant Professor of Systematic Theology*
B.A., Wheaton College; B.D., Gordon Divinity School; Ph.D., School of Theology at Claremont; Study, University of Munich.
- James A. Fischer**, C.M. (DIT) *Sacred Scripture and Academic Dean*
B.A., St. Mary's Seminary, Perryville; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute, Rome; LL.D., Niagara University.
- Robert Harley Fischer** (LSTC) *Professor of Church History*
A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Yale University.
- Edmund J. Fortman**, S.J. (JSTC) *Professor Emeritus of Historical Theology*
A.B., Loyola University, Chicago; Ph.L., M.A., St. Louis University; S.T.L., St. Mary's College, Kansas; S.T.D., Pontifical Gregorian University, Rome.
- Arthur L. Foster** (CTS) *Professor of Theology and Personality and Director, Center for The Study of Theology and the Human Sciences*
B.A., McMaster University; B.D., McMaster University Divinity School; Ph.D., University of Chicago.
- Wesley John Fuerst** (LSTC) *Associate Professor of Old Testament and Dean of Faculty*
A.B., Midland Lutheran College; M.Div., Central Lutheran Theological Seminary; Th.D., Princeton Theology Seminary; Study, University of Erlangen. (Sabbatical, Winter and Spring Quarters).
- John A. Gallagher**, S.J. (JSTC) *Lecturer in Moral Theology*
A.B., Loyola University, Chicago; Ph.L., West Baden College; M.Div., Regis College, Willowdale; M.A., Ph.D. (Cand.), University of Chicago. (Academic leave, 1976-77).
- Richard B. Gardner** (BTS) *Visiting Lecturer in New Testament Studies (Editor for Biblical Resources, Parish Ministries Commission, Offices of the General Board of the Church of the Brethren, Elgin)*
B.A., Juniata College; M.Div., Bethany Theological Seminary; Dip. in Theol., University of Würzburg.

- Dennis Geaney**, O.S.A. (CTU) *Associate Professor of Ministry and Director of Field Education*
A.B., Villanova University; M.A., Catholic University of America. (Sabbatical, Winter and Spring Quarters).
- Neil Gerdes** (M/L) *Librarian and Instructor in Bibliography*
A.B., University of Illinois; B.D., Harvard University; M.A., Columbia University; M.A., University of Chicago.
- Francis Germovnik**, C.M. (DIT) *Librarian and Modern and Classical Languages*
B.A., University of Ljubljana, Yugoslavia; M.A.L.S., Rosary College; J.C.L., J.C.D., University of St. Thomas, Rome.
- John Charles Godbey** (M/L) *Associate Professor of Church History and Academic Dean*
A.B., Nebraska Wesleyan University; B.D., Federated Theological Faculty, University of Chicago; M.A., Ph.D., University of Chicago.
- Myron Gohmann**, C.P. (CTU) *Associate Director of Library*
L.Hist.E., Pontifical Gregorian University, Rome; M.A.L.S., Rosary College. (Sabbatical, 1976-77).
- Warren F. Groff** (BTS) *Professor of Christian Theology and President*
B.A., Juniata College; B.D., Yale Divinity School; Ph.D., Yale University.
- William G. Guindon**, S.J. (JSTC) *Dean*
A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; Ph.D., Massachusetts Institute of Technology.
- Roger D. Haight**, S.J. (JSTC) *Assistant Professor of Systematic Theology*
B.A., M.A., Berchmans College, Cebu; S.T.B., Woodstock College; M.A., Ph.D., University of Chicago.
- John A. Hardon**, S.J. (JSTC) *Research Professor of Fundamental Theology*
A.B., John Carroll University; M.A., Loyola University, Chicago; S.T.L., West Baden College; S.T.D., Pontifical Gregorian University, Rome.
- William E. Hartenbach**, C.M. (DIT) *Church History, Patrology*
B.A., St. Mary's Seminary, Perryville; M.A., Ph.D. (Cand.), Catholic University of America.
- Zachary Hayes**, O.F.M. (CTU) *Professor of Doctrinal Theology*
B.A., Quincy College; Dr. Theol., Friederich-Wilhelm University, Bonn; Litt.D., St. Bonaventure University.
- Shirley J. Heckman** (BTS) *Visiting Lecturer in Christian Education (Consultant for Educational Development, Parish Ministries Commission, Offices of the General Board of the Church of the Brethren, Elgin)*
B.A., University of Denver, M.R.E., Iliff School of Theology; Ph.D., University of Denver.
- Philip James Hefner** (LSTC) *Professor of Systematic Theology*
A.B., Midland Lutheran College; M.Div., Chicago Lutheran Theological Seminary; M.A., Ph.D., University of Chicago; Fulbright Scholar, University of Tübingen.
- Gloria Heineman**, r.c. (JSTC) *Assistant, Ministerial Program (Retreat Director, Longwood Cenacle, Chicago)*
A.B., Mt. Mercy College.

- James Hennesey, S.J. (JSTC)** *Professor of Historical Theology and President*
 A.B., Loyola University, Chicago; Ph.L., S.T.L., Woodstock College; M.A.,
 Ph.D., Catholic University of America.
- Earle Hilgert (MTS)** *Professor of Bibliography and New Testament Studies*
 B.A., Walla Walla College; B.D., Adventist Theological Seminary; M.A.,
 University of Chicago; D.Theol., University of Basel.
- Elvire Hilgert (MTS)** *Assistant Librarian*
 B.A., Pacific Union College; M.L.S., Catholic University of America; Study,
 Adventist Theological Seminary; University of the Philippines, Manila; Uni-
 versity of Basel.
- Albert E. Hurd (CTS)** *Librarian; (CCTS) Library Coordinator*
 A.B., Michigan State University; B.D., Chicago Theological Seminary; M.A.
 (Cand.), University of Chicago.
- Damien Isabell, O.F.M. (CTU)** *Assistant Professor of Spiritual Theology*
 B.A., Quincy College; S.T.B., Pontifical Athenaeum Antonianum, Rome;
 S.T.L., S.T.D., Pontifical Gregorian University, Rome.
- E. Alfred Jenkins (NBTS)** *Professor of Christian Education*
 B.A., Wheaton College; B.D., Northern Baptist Theological Seminary; M.A.,
 Ph.D., University of Chicago.
- Theodore W. Jennings, Jr. (CTS)** *Assistant Professor of Theology*
 B.A., Duke University; B.D., Ph.D., Emory University.
- Robert Karris, O.F.M. (CTU)** *Associate Professor of New Testament*
 B.A., Quincy College; S.T.B., Pontifical Athenaeum Antonianum, Rome;
 S.T.L., Catholic University of America; Th.D., Harvard Divinity School.
- Ralph A. Keifer (CTU)** *Associate Professor of Liturgy*
 B.A., Providence College; M.A., Ph.D., University of Notre Dame.
- Joyce Kemp, r.c. (JSTC)** *Assistant, Ministerial Program (Retreat Director, Long-
 wood Cenacle, Chicago)*
 B.A., Mount Mary College; M.Ed., Boston College.
- Robert Kemper (CTS)** *Adjunct Faculty in Preaching (Senior Minister, First
 Congregational Church, Western Springs)*
 B.A., Cornell College; M.Div., Chicago Theological Seminary.
- Dennis O. Kennedy, C.M. (DIT)** *Sacramental Theology, Liturgy, Pastoral and
 Field Education*
 B.A., St. Mary's Seminary, Perryville; M.A., University of Notre Dame;
 M.Div., DeAndreis Institute of Theology; D.Min. (Cand.), Catholic University
 of America.
- LeRoy E. Kennel (BTS)** *Professor of Communications*
 B.A., Goshen College; M.A., Iowa State University; B.D., Goshen College
 Biblical Seminary; Ph.D., Michigan State University.
- Axel Christensen Kildegaard (LSTC)** *Professor of Functional Theology*
 A.B., State University of Iowa; Cand. Theol., Grand View Seminary; S.T.M.,
 Yale University.

- Walter Jacob Kukkonen** (LSTC) *Professor of Pastoral and Historical Theology*
B.S., Northern Illinois University; M.Div., S.T.M., S.T.D., Chicago Lutheran Theological Seminary; Study, Concordia Theological Seminary, Springfield; Suomi Theological Seminary; University of Helsinki.
- Andre Lacocque** (CTS) *Professor of Old Testament and Director, Center for Jewish-Christian Studies*
D.Litt., D.Theol., University of Strasbourg.
- Callistus Langerholz**, O.F.M. (CTU) *Associate Professor of New Testament Studies*
Lic.Theol., Universitas Alexandrina, Ljubljana, Slovenia; S.T.L., S.T.D., L.G., Pontifical Athenaeum Antonianum, Rome.
- Eugene A. LaVerdiere**, S.S.S. (JSTC) *Adjunct Assistant Professor of Biblical Theology (Assistant Professor, Department of Theology, John Carroll University)*
B.A., M.A., John Carroll University; S.S.L., Pontificio Istituto Biblico; Elève titulaire, Ecole Biblique, Jerusalem; M.A., Ph.D. (Cand.), University of Chicago.
- Perry D. LeFevre** (CTS) *Professor of Theology and Dean*
B.A., Harvard University; B.D., Chicago Theological Seminary; Ph.D., University of Chicago.
- Richard M. Leliaert**, O.S.C. (CTU) *Assistant Professor of Doctrinal Theology*
B.A., St. Francis College; S.T.B., Catholic University of America; Ph.D., Graduate Theological Union.
- James E. Lenhart**, C.M. (DIT) *Historical Theology*
B.A., St. Mary's Seminary, Perryville; M.A., DePaul University; M.A., St. Thomas Seminary, Denver; Doctoral Studies, Catholic University of America.
- David Lloyd Lindberg** (LSTC) *Associate Professor of Missions and Director of Field Education*
A.B., Gustavus Adolphus College; M.Div., Augustana Theological Seminary; M.A., Ph.D., University of Chicago.
- Wilhelm Camill Linss** (LSTC) *Professor of New Testament*
B.D. (equiv.), University of Erlangen; Th.D., Boston University School of Theology; Study, University of Münster; University of Michigan.
- Lowell W. Livezey** (CCTS) *Executive Director, World Without War Council -- Midwest*
B.A., University of Keele, Staffordshire; M.Th., D.Min., University of Chicago.
- Helmut H. Loiskandl**, S.V.D. (CTU) *Visiting Professor of Anthropology (Associate Professor of Sociology, DePaul University)*
M.A., University of Vienna; Ph.D., University of Munich.
- Sebastian MacDonald**, C.P. (CTU) *Professor of Ethics*
B.A., Holy Cross Academic Institute, Chicago; S.T.L., S.T.D., University of St. Thomas, Rome; Study, Princeton University.
- George P. Magnuson** (MTS) *Professorial Lecturer in Church and Ministry*
B.A., University of Minnesota; B.D., North Park Theological Seminary; D.Min., McCormick Theological Seminary.

- Eugene A. Mainelli**, O.P. (JSTC) *Coordinator, Ministerial Program; Supervisor, Center for Studies in Religious Education*
B.A., Aquinas Institute; M.A., Aquinas Institute School of Theology; D.Min., Chicago Theological Seminary.
- Robert W. Mallonee**, S.V.D. (CTU) *Assistant Professor of Pastoral Care*
B.A., Baldwin-Wallace College; M.A., Loyola University, Chicago; M.A.L.S., Rosary College; D.Min., Chicago Theological Seminary.
- Clyde L. Manschreck** (CTS) *Professor of Church History and Director, Center for Reformation and Free Church Studies.*
B.A., George Washington University; B.D., Garrett Theological Seminary; M.A., Northwestern University; Ph.D., Yale University.
- Randall Mason** (CTS) *Adjunct Faculty (Director, Center for Religion and Psychotherapy of Chicago)*
B.A., B.D., Duke University; S.T.M., Union Theological Seminary; Ph.D., Washington University.
- David J. McGown** (CCTS) *Campus Minister, University of Illinois at Chicago Circle and Coordinator, Metropolitan Task Force, United Commission on Campus Christian Ministries*
B.A., Yale University; B.D., McCormick Theological Seminary; Study, New York Theological Seminary; San Diego State College; Kansas State University
- Duncan McIntosh** (NBTS), *Instructor in World Mission (Pastor, Geneva Road Baptist Church, Wheaton, Illinois)*
B.Mus., Houghton College; B.D., Th.M., Fuller Theological Seminary; D.Min. (Cand.), Eastern Baptist Theological Seminary.
- Robert P. Meye** (NBTS) *Professor of Biblical Theology and Dean*
B.A., Stanford University; B.D., Th.M., Fuller Theological Seminary; D. Theol., University of Basel.
- Lauree Hersch Meyer** (BTS) *Visiting Lecturer in Historical Theology (Lecturer in Department of Religion, Belmont Abbey College)*
B.A., Bridgewater College; M.A., Ph.D., University of Chicago.
- J. Robert Meyners** (CTS) *Associate Professor of Theology and Urban Culture*
B.D., Chicago Theological Seminary; Th.D., Union Theological Seminary; Study, University of Redlands.
- Walter Ludwig Michel** (LSTC) *Assistant Professor of Old Testament*
B.D. (equiv.), University of Vienna; M.A., Ph.D., University of Wisconsin; Study, University of Heidelberg; Chicago Lutheran Theological Seminary; Western Michigan University; Yale University.
- Donald E. Miller** (BTS) *Professor of Christian Education and Ethics and Director of Graduate Studies*
M.A., University of Chicago; B.D., Bethany Theological Seminary; Ph.D., Harvard University; Study, Yale University; Cambridge University.
- Oscar J. Miller**, C.M. (DIT) *Communications, Homiletics*
B.A., St. Mary's Seminary, Perryville; M.A., Northwestern University.
- John P. Minogue**, C.M. (DIT) *Moral Theology, Systematics*
B.A., St. Mary's Seminary, Perryville; M.A., DePaul University; Doctoral Studies, Catholic University of America.

Michael Montague, S.J. (JSTC) *Associate Professor of Historical Theology and Director of Continuing Education*
A.B., M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College;
Ph.D., Saint Louis University.

Lewis Seymour Mudge (MTS) *Professor of Theology and Dean of the Seminary*
B.A., Princeton University; B.A., M.A., Oxford University; B.D., Princeton Theological Seminary; M.A. (Hon), Amherst College; Ph.D., Princeton University; Study, University of Marburg, University of Paris.

J. Gordon Myers, S.J. (JSTC) *Coordinator, Ministerial Team and Adjunct Assistant Professor of Pastoral Theology*
B.S., B.A., Xavier University, Cincinnati; M.Div., Regis College, Willoredale; M.R.Ed., Loyola University, Chicago; Study, National Training Laboratory; Center for the Study of the Person, La Jolla; Human Development Training Institute, San Diego.

William R. Myers (NBTS) *President*
B.A., University of Cincinnati; B.D., Southern Baptist Theological Seminary; D.D., Northern Baptist Theological Seminary; Study, Union Theological Seminary; Princeton Theological Seminary.

Robert W. Neff (BTS) *Professor of Biblical Studies*
B.S., Pennsylvania State University; B.D., Yale Divinity School; M.A., Ph.D., Yale University; Study, Cambridge University.

F. Burton Nelson *Professor of Theology and Ethics, North Park Theological Seminary*
B.A., Brown University; B.D., Yale University Divinity School; Ph.D., Northwestern University and Garrett Theological Seminary; Study, North Park Theological Seminary.

Lawrence Nemer, S.V.D. (CTU) *Associate Professor of Church History*
B.A., Divine Word Seminary, Techny; L.Miss., Pontifical Gregorian University, Rome; M.A., Catholic University of America; Ph.D. (Cand.), Cambridge University. (On leave for doctoral studies, Fall Quarter).

Thomas More Newbold, C.P. (CTU) *Professor of Pastoral Theology*
B.A., Holy Cross Academic Institute, Chicago; Maitre-es-Sc-Med., L'Institut d'Etude Medieval d'Albert le Grand; Ph.D., University of Montreal.

Morris Jerome Niedenthal (LSTC) *Associate Professor of Functional Theology*
B.S., Northwestern University; M.Div., Chicago Lutheran Theological Seminary; Th.D., Union Theological Seminary; Fulbright Scholar, Manchester University, England.

Nels LeRoy Norquist (LSTC) *Associate Professor of New Testament*
A.B., Augustana College; M.Div., Augustana Theological Seminary; S.T.M., Wittenberg University; Ph.D., Hartford Seminary Foundation; Study, Princeton Theological Seminary.

John J. O'Callaghan, S.J. (JSTC) *Assistant Professor of Moral Theology*
A.B., M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College; S.T.D., Pontifical Gregorian University, Rome. (Academic leave, 1976-78).

James I. O'Connor, S.J. (JSTC) *Professor Emeritus of Pastoral Care and Spirituality*
Litt.B., M.A., Xavier University; Ph.L., S.T.L., West Baden College; J.C.B., Catholic University of America; J.C.L., J.C.D., Pontifical Gregorian University, Rome.

Eric H. Ohlmann (NBTS) *Assistant Professor of Church History*
B.A., University of Alberta; B.D., North American Baptist Seminary; Th.M., Southern Baptist Theological Seminary; Th.D., Graduate Theological Union; Study, Predigerseminar, Hamburg.

Kenneth O'Malley, C.P. (CTU) *Director of Library*
M.A.L.S., University of Michigan; Ph.D. (Cand.), University of Illinois; Study, University of Detroit; Loyola University, Chicago; Saint Louis University; Spalding College.

Gilbert Ostdiek, O.F.M. (CTU) *Associate Professor of Doctrinal Theology and Dean*
B.A., Quincy College; S.T.L., S.T.D., L.G., Pontifical Athenaeum Antonianum, Rome; Study, Harvard Divinity School.

Thomas D. Parker (MTS) *Professor of Systematic Theology*
B.A., Los Angeles State College; B.D., San Francisco Theological Seminary; Th.D., Princeton Theological Seminary; Study, University of Munich.

John Paul, M.S.C. (CTU) *Dean of Students*
S.T.L., Pontifical Gregorian University, Rome; J.C.D., Catholic University of America.

John T. Pawlikowski, O.S.M. (CTU) *Associate Professor of Ethics*
A.B., Loyola University, Chicago; Ph.D., University of Chicago.

Hayim Goren Perelmuter (CTU) *Chautauqua Professor of Jewish Studies*
B.A., McGill University, Montreal; M.H.L., Jewish Institute of Religion, New York; D.H.L. (Cand.), Hebrew Union College--Hebrew University; D.D., Hebrew Union College, Cincinnati.

Albert Peter Pero, Jr. (LSTC) *Instructor in Religious Education and Constructive Theology*; (BTS,DIT) *Visiting Lecturer in Christian Education*; (CCTS) *Black Studies Coordinator*
A.B., M.A., University of Detroit; B.Th., Concordia Theological Seminary, Springfield; S.T.D., Lutheran School of Theology at Chicago.

J. Bentley Peters (BTS) *Visiting Lecturer in Ministerial Studies (Consultant for Ministry, Parish Ministries Commission, Offices of the General Board of the Church of the Brethren, Elgin)*
B.A., Manchester College; M.Div., Bethany Theological Seminary.

Richard P. Poethig (MTS) *Professorial Lecturer in Church and Industrial Society and Director, Institute on the Church in Urban-Industrial Society*
B.A., College of Wooster; M.Div., Union Theological Seminary; Study, Ateneo University of Manila; Massachusetts Institute of Technology.

Marcus J. Priester (MTS) *Professor of Christian Education*
B.A., D.D., Grove City College; S.T.B., S.T.M., Western Theological Seminary; Th.D., University of Toronto; Study, Clarion State Teachers College.

Ann B. Rathbun (CTS) *Director of Clinical Studies*
Study, University of Denver; Church Divinity School of the Pacific.

- David C. Reeves** (MTS) *Associate Professor of New Testament*
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Harvard University; Study, University of Gottingen. (On leave, Fall Quarter).
- V. Bruce Rigdon** (MTS) *Professor of Church History*
B.A., College of Wooster; B.D., Yale Divinity School; M.A., Ph.D., Yale University; Study, Oxford University.
- Paul V. Robb**, S.J. (JSTC) *Assistant Professor of Pastoral Care and Spirituality*
(*Director, Institute for Spiritual Leadership*)
Litt.B., Xavier University; Ph.L., S.T.L., West Baden College; M.A., Ph.D., Loyola University, Chicago.
- Charles Shelby Rooks** (CTS) *Associate Professor of Ministry and President*
B.A., Virginia State College; B.D., Union Theological Seminary; D.D., College of Wooster; Study, Columbia University; Oxford University.
- Theodore C. Ross**, S.J. (JSTC) *Assistant Professor of Historical Theology*
Litt.B., Xavier University; Ph.L., West Baden College; M.A. (History), M.A. (Theology), Loyola University, Chicago; S.T.L., Bellarmine School of Theology.
- Byron P. Royer** (BTS) *Professor of Pastoral Psychology*
B.S., Manchester College; B.D., Bethany Theological Seminary; M.A., Northwestern University; Ph.D., University of Chicago. (Sabbatical, Fall Quarter).
- Thomas A. Schafer** (MTS) *Professor of Church History*
B.A., Maryville College; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University.
- James Arnold Scherer** (LSTC) *Professor of Missions and Church History*
A.B., Yale University; B.D., Th.D., Union Theological Seminary; Study, Chicago Lutheran Theological Seminary; Columbia University; International Christian University, Japan; Oxford University.
- J. Peter Schineller**, S.J. (JSTC) *Assistant Professor of Fundamental Theology*
A.B., M.A., Fordham University; Ph.L., B.D., Woodstock College; M.A., Ph.D., University of Chicago.
- Calvin H. Schmitt** (MTS) *Professor of Bibliography*
B.A., University of Dubuque; M.Div., McCormick Theological Seminary; Litt.D., Alma College; Study, University of New Mexico; Union Theological Seminary; Columbia University.
- Carl D. Schneider** (M/L) *Assistant Professor of Religion and Personality*
B.A., Albright College; B.D., Union Theological Seminary; Ph.D., Harvard University.
- Robert J. Schreiter**, C.P.P.S. (CTU) *Assistant Professor of Doctrinal Theology*
B.A., St. Joseph's College; Th.Dr., Katholieke Universiteit, Nijmegen.
- W. Widick Schroeder** (CTS) *Professor of Religion and Society*
B.A., Bethel College; M.A., Michigan State University; B.D., Chicago Theological Seminary; Ph.D., University of Chicago.
- Robert C. Schultz** (DIT) *Psychology* (*Director of Field Education, Lutheran Theological Southern Seminary*)
B.A., M.Div., Concordia Seminary, St. Louis; Dr.Theol., Friedrich Alexander University, Erlangen; Study, Harvard Divinity School; Menninger Foundation.

- Robin J. Scroggs** (CTS) *Professor of New Testament*
B.A., B.Mus., University of North Carolina; B.D., Duke University; Ph.D., Princeton University.
- Robert T. Sears**, S.J. (JSTC) *Assistant Professor of Fundamental Theology*
A.B., M.A., Loyola University, Chicago; Ph.L., West Baden College; S.T.L., Sankt Georgen, Frankfurt; Ph.D., Fordham University.
- Donald Senior**, C.P. (CTU) *Assistant Professor of New Testament Studies*
B.A., Holy Cross Academic Institute, Chicago; Baccalareate en Theologie, S.T.L., S.T.D., University of Louvain, Belgium.
- James K. Serrick**, S.J. (JSTC) *Assistant Professor of Pastoral Care and Spirituality*
A.B., Loyola University, Chicago; Ph.L., S.T.L., West Baden College; M.A., University of Notre Dame; Study, Pontificio Ateneo S. Anselmo, Rome.
- Neil H. Shadle** (M/L) *Assistant Professor of Field Education*
A.B., Ohio Wesleyan University; B.D., Meadville Theological School.
- Franklin Sherman** (LSTC) *Professor of Christian Ethics and Director of Graduate Studies*
A.B., Muhlenberg College; M.Div., Chicago Lutheran Theological Seminary; M.A., Oxford University; M.A., Ph.D., University of Chicago.
- Graydon F. Snyder** (BTS) *Professor of Biblical Studies and Dean*
B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Princeton Theological Seminary; Study Pontifical Institute of Christian Archaeology, Rome; Cambridge University.
- Martha Snyder** (CTS) *Clinical Instructor; Director, CTS Nursery School*
B.A., Ohio State University; M.A., Teachers College, Columbia University.
- Ross Snyder** (CTS) *Professor of Religious Education*
B.A., Ohio State University; M.A., Boston University; Ed.D., Teachers College, Columbia University.
- Alphonse Spilly**, C.P.P.S. (CTU) *Instructor in New Testament Studies*
B.A., M.A., University of Dayton; Ph.D., (Cand.), University of Chicago.
- Charles S. Spivey** (CCTS), *Executive Director, Church Federation of Greater Chicago*
B.S., Wilberforce University; B.D., Yale Divinity School; Study, Oberlin Graduate School of Theology; University of Pittsburgh.
- William C. Spohn**, S.J. (JSTC) *Lecturer in Moral Theology*
B.A., Gonzaga University; M.Div., Jesuit School of Theology at Berkeley; M.A., Ph.D. (Cand.), University of Chicago.
- John W. Stettner** (MTS) *Professor of Pastoral Care and Counseling*
B.A., Ohio State University; B.D., Yale Divinity School; M.A., University of Chicago; Th.D., Iliff School of Theology; Study, Jung Institute, Zurich.
- Jack L. Stotts** (MTS) *Professor of Christian Ethics and President*
B.A., Trinity University; B.D., McCormick Theological Seminary; M.A., Ph.D., Yale University; Study, Oxford University.
- Carroll Stuhlmüller**, C.P. (CTU) *Professor of Old Testament Studies*
B.A., Holy Cross Academic Institute, Chicago; S.T.L., S.S.L., S.S.D., Pontifical Biblical Institute, Rome; D.H.L., St. Benedict College.

Paul Reginald Swanson (LSTC) *Professor of Pastoral Care*

A.B., Augustana College; M.Div., Augustana Theological Seminary; S.T.M., Andover Newton Theological School; Ph.D., Boston University.

Richard Rudolph Syre (LSTC) *Professor of Old Testament*

A.B., University of Vienna; S.T.B., New York Theological Seminary; S.T.M., Lutheran Theological Seminary, Gettysburg; Ph.D., University of Nebraska; Litt.D., Midland Lutheran College; Study, Princeton Theological Seminary.

Tyler Thompson *Professor of Philosophy of Religion, Garrett-Evangelical Theological Seminary*

B.S., California Institute of Technology; S.T.B., Boston University School of Theology; Ph.D., Boston University.

William G. Thompson, S.J. (JSTC) *Associate Professor of Biblical Theology*

A.B., M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College; S.S.L., S.S.D., Pontificio Istituto Biblico, Rome. (Academic leave, 1976-77; Milo P. Flannery and Maude O. Flannery Professor of Roman Catholic Theology, Gonzaga University).

Robert Ira Tobias (LSTC) *Associate Professor of Ecumenics and Director of Doctor of Ministry Program and of Continuing Education*

A.B., Phillips University; M.A., Graduate School of Theology, Phillips University; B.D., Union Theological Seminary; Th.D., University of Geneva and Graduate School of Ecumenical Studies.

Marjorie Tuite, O.P. (JSTC) *Coordinator, Ministerial Program*

A.B., Ohio Dominican College; M.A., Fordham University; M.A., Manhattan College.

Larry K. Ulrich (BTS,CTS) *Adjunct Faculty (Assistant Professor of Religion and Medicine, Rush Medical College and Director of Pastoral Administration, Department of Pastoral Care and Education, Rush-Presbyterian-St. Luke's Medical Center)*

B.A., Manchester College; M.Div., Bethany Theological Seminary; D.Min., Chicago Theological Seminary.

Roman Vanasse, O.Praem. (CTU) *Associate Professor of Doctrinal Theology and Director of M.A. Program*

B.A., St. Norbert College; S.T.L., S.T.D., Pontifical Gregorian University, Rome; Study, Oriental Institute, University of Chicago; Pontifical Biblical Institute, Rome.

Dennis H. Vanlier, S.J. (JSTC) *Lecturer in Pastoral Care and Spirituality*

Ph.L., Berchmanianum, Nijmegen; M.A. (equiv.), University of Amsterdam; S.T.L., Canisianum, Maastricht; S.T.M., D.Min., Andover-Newton Theological School.

Arthur Vööbus (LSTC) *Professor of New Testament and Church History*

Cand. Theol., Mag. Theol., Dr. Theol., University of Tartu, Estonia. (Sabbatical, Fall and Spring Quarters).

Murray L. Wagner (BTS) *Librarian and Assistant Professor of Bibliography*

B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Chicago Theological Seminary.

Michael F. Walsh, C.M. (DIT) *Sacred Scripture*

B.A., St. Mary's Seminary, Perryville; M.A., Catholic University of America; S.S.L., Pontifical Biblical Institute, Rome.

- Donald Wardlaw** (MTS) *Professor of Preaching and Worship*
B.A., Columbia College; B.D., Union Theological Seminary in Virginia;
Ph.D., University of Aberdeen.
- Franklin D. Warren** (CCTS) *Chaplain, Coordinator of Pastoral Care, University of Chicago Hospitals*
B.A., Lane College; M.Div., Vanderbilt Divinity School; D.Min., (Cand.), Chicago Theological Seminary.
- Frederick K. Wentz** (CCTS) *Executive Director*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;
Ph.D., Yale University; Litt. D., Thiel College; D.D., Hartwick College;
Study: University of Southern California.
- Jared Wicks, S.J.** (JSTC) *Associate Professor of Historical Theology*
Litt.B., Xavier University; M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College; Dr. Theol., University of Münster. (Academic leave, 1975-78; Associate Professor of Theology, Wau Major Seminary, Republic of the Sudan).
- David J. Wieand** (BTS) *Professor of Biblical Studies and Director of Continuing Education*
B.A., Juniata College; M.A., New York University; B.D., Bethany Theological Seminary; Ph.D., University of Chicago; Study, Chicago Institute of Psychoanalysis; National Training Laboratory; National Protestant Laboratory, Green Lake; American School of Oriental Research, Jerusalem; Northeast Career Center, Princeton; Brook Lane Psychiatric Center, Hagerstown.
- Donald Foster Williams** (CCTS) *Director of Academic Affairs*
B.A., Baylor University; M.R.E., New York Theological Seminary; B.D., Union Theological Seminary; Ph.D., New York University; Study, Trinity University; University of Southern California; Harvard University.
- Walter F. Wolbrecht** (LSTC) *President*
B.A. (equiv.), Concordia College, Milwaukee; B.D. (equiv.), Concordia Seminary, St. Louis; M.A., University of Nebraska; D.D., Concordia Theological Seminary, Springfield; LL.D., Augustana College, Rock Island; Study, University of Chicago; Marquette University; Municipal University of Omaha; University of Nebraska.
- Robert C. Worley** (MTS) *Professor of Education and Ministry and Director of Doctor of Ministry Program*
B.A., Oklahoma State University; D.D.S., M.S., Northwestern University; B.D., McCormick Theological Seminary; Ed.D., Columbia University.
- Joseph F. Wulftange, S.J.** (JSTC) *Associate Professor of Fundamental Theology*
A.B., Loyola University, Chicago; M.S., St. Louis University; Ph.L., S.T.L., West Baden College; M.S., University of Minnesota; Ph.D., Pontifical Gregorian University, Rome.
- Hyang Sook Chung Yoon** (CTU) *Associate Director of Library*
A.B., M.A., Seoul National University; M.L.S., University of Texas, Austin.
- Warren Cameron Young** (NBTS) *Professor of Theology and Christian Philosophy*
A.B., Gordon College; M.A., Ph.D., Boston University; Study, University of Heidelberg; University of Basel.

Barbara Brown Zikmund (CTS) *Assistant Professor of Church History and Director of Studies*
B.A., Beloit College; B.D., Ph.D., Duke University.

LIBRARIANS

Lowell Charles Albee, Jr. (LSTC) *Director of Library; (Jesuit/Lutheran/McCormick Libraries) Coordinator of Readers Services*
A.B., Upsala College; M.Div., Augustana Theological Seminary; M.S., Simmons College, School of Library Science; Study, Andover-Newton Theological School.

Joan Blocher (CTS) *Assistant Librarian*
B.A., University of Redlands; M.A.L.S., Rosary College.

Forrest S. Clark (NBTS) *Librarian; (The Library of Bethany and Northern Baptist Theological Seminaries) Director of Instructional Services*
B.A., Middle Tennessee State University; M.Div., Southern Baptist Theological Seminary; M.S.L.S., University of North Carolina.

Janet Davidson (MTS) *Religious Education Librarian*
B.A., Millikin College; M.A.R.E., McCormick Theological Seminary.

Arlene M. Feiner (JSTC) *Librarian; (Jesuit/Lutheran/McCormick Libraries) Coordinator of Periodical Collection*
B.A., Alverno College; M.A.L.S., Rosary College.

Neil Gerdes (M/L) *Librarian*
A.B., University of Illinois; B.D., Harvard University; M.A., Columbia University; M.A., University of Chicago.

Francis Germovnik, C.M. (DIT) *Librarian*
B.A., University of Ljubljana, Yugoslavia; M.A.L.S., Rosary College; J.C.L., J.C.D., University of St. Thomas, Rome.

Myron Gohmann, C.P. (CTU) *Associate Director of Library*
L.Hist.E., Pontifical Gregorian University, Rome; M.A.L.S., Rosary College. (Sabbatical 1976-77).

Earle Hilgert (Jesuit/Lutheran/McCormick Libraries) *Coordinator of Collection Development*
A.B., Walla Walla College; B.D., Adventist Theological Seminary; M.A., University of Chicago; D.Th., University of Basel.

Elvire Hilgert (MTS) *Assistant Librarian; (Jesuit/Lutheran/McCormick Libraries) Coordinator of Technical Services*
B.A., Pacific Union College; M.L.S., Catholic University of America; Study, Adventist Theological Seminary; University of the Philippines, Manila; University of Basel.

Albert E. Hurd (CTS) *Librarian; (CCTS) Library Coordinator*
A.B., Michigan State University; B.D., Chicago Theological Seminary; M.A. (Cand.), University of Chicago.

Elinor C. Johnson (LSTC) *Associate Librarian*
A.B., Augustana College; M.A., University of Chicago.

Judy Knop (Jesuit/Lutheran/McCormick Libraries) *Catalog Librarian*
A.B., Park College; M.A. (Cand.), University of Chicago.

- Kenneth O'Malley, C.P. (CTU)** *Director of Library*
M.A.L.S., University of Michigan; Ph.D. (Cand.), University of Illinois; Study, University of Detroit; Loyola University, Chicago; Saint Louis University; Spalding College.
- Vera Louise Robinson (NBTS)** *Catalog Librarian* (The Library of Bethany and Northern Baptist Theological Seminaries)
A.B., Westmar College; M.A. University of Chicago.
- Calvin H. Schmitt (MTS)** *Librarian; (Jesuit/Lutheran/McCormick Libraries)*
General Director
A.B., University of Dubuque; M.Div., McCormick Theological Seminary; Litt.D., Alma College; Study, University of New Mexico; Union Theological Seminary; Columbia University.
- Kenneth M. Shaffer (BTS)** *Acquisitions Librarian* (The Library of Bethany and Northern Baptist Theological Seminaries)
A.B., Bridgewater College; M.Div., Bethany Theological Seminary; S.A.L., Northern Illinois University.
- Gwendolyn R. Vandon (BTS)** *Circulation and Serials Librarian* (The Library of Bethany and Northern Baptist Theological Seminaries)
L.T.A., College of DuPage.
- Murray L. Wagner (BTS)** *Librarian; (The Library of Bethany and Northern Baptist Theological Seminaries)* *Director of Technical Services*
B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Chicago Theological Seminary.
- Marian Wiegel, R.S.M. (JSTC)** *Assistant Librarian*
B.Ed., St. Xavier College; M.A.L.S., Rosary College.
- Hyang Sook Chung Yoon (CTU)** *Associate Director of Library*
A.B., M.A., Seoul National University; M.L.S., University of Texas, Austin.

ANNOUNCEMENTS

CLUSTER LIBRARY SERVICES

The Cluster supports a vigorous library program which provides many benefits to students and faculty. The combined Cluster library collections comprise over 775,000 volumes and represent one of the largest collections among theological consortia in the nation. A Union List of 1600 current periodicals assists Cluster library users in locating desired titles, and all Cluster library users have access to the Cluster Union Catalog of holdings acquired since July 1972, which is located at the Jesuit/Lutheran/McCormick Libraries. The loan of books or periodicals between Cluster schools is facilitated by the use of an interlibrary teletype and courier system, and direct access to all Cluster libraries is provided by a Cluster I.D. card. A staff of twenty library professionals with various subject specializations is available to assist users with reference and research problems. The Cluster libraries have uniform policies for loan periods, care of reserve books, reference books, periodicals and costs for photocopying.

Other Cluster library cooperative programs that benefit users are a coordinated joint acquisitions program for books, periodicals, and monograph series. A joint acquisitions list - *Current Acquisitions for Theological Education* - is published six times a year.

Beyond the Cluster library resources are those of other Chicago seminaries and universities, the Chicago Public Library, Newberry Library, and John Crerar Library.

Each Cluster library has its special subject strengths or collections. Below is a brief description of the kinds of special holdings to be found in the Cluster:

***Bethany Theological Seminary:** Special strengths in Brethren history, Pietism, peace studies, and psychological journals. Special collections are the Abraham H. Cassell Collection of 19th century historical and theological books and pamphlets, and the Huston Bible Collection, which represents over four hundred volumes with numerous editions of the English Bible.

Catholic Theological Union: Special collection strength in the subjects of Scripture, patrology, canon law, and missiology.

Chicago Theological Seminary: Collection strength in ethics, sociology of religion, psychology and personality sciences. Special collections are in Congregational and Puritan studies and Hebraica.

DeAndreis Institute of Theology: Collection strength in Vincentiana, Scripture and Catholic church history.

+ **Jesuit School of Theology:** Special collection strengths in Jesuistica, modern and contemporary continental philosophy, patristics, medieval scholastic theology and Catholic systematic theology.

+ **Lutheran School of Theology:** Collection strength in church history, theology, Lutheran Orthodoxy, Pietism, and recent continental theology. Special collections of published and unpublished materials related to the history of the Lutheran Church in America, United Lutheran Church, Augustana Evangelical Lutheran Church, American Evangelical Lutheran Church (Danish), and the Finnish Evangelical Lutheran Church (Suomi Synod). Gruber Collection of Greek MSS from the 9th-15th centuries; early editions of German and English Bibles.

+ **McCormick Theological Seminary:** Collection strength in biblical studies including biblical archaeology, Reformation, patristics, and Evans *American Bibliography* in microprint. Special collections include Presbyteriana and the Condit and Simms English Bible Collections.

Meadville/Lombard Theological School: Collection strengths in Unitarian materials, social ethics and history of religions.

* **Northern Baptist Theological Seminary:** Collection strengths in Baptist history. Special collections consist of Baptist Association records, American Baptist Convention records, Danish and Norwegian Baptist Seminary material; A. T. Olmstead Collection in Ancient Near Eastern Languages and Literature.

The Ecumenical Parish Resource Center (EPRC), administered by the Jesuit-Lutheran-McCormick libraries and Located at LSTC, provides a variety of current resources for use in church programming. The Center's resources include approximately 55 programs in religious education; a special collection of materials pertaining to the various functions of the congregation, including worship, ministry, and organization; and more than 150 simulation games. Along with such resources, the staff of the Center provides unique services in assisting denominational officials, pastors, seminary students and laypersons in developing meaningful programs for their judicatories, congregations, groups or classes. Interested parties are invited to contact the Center for further information.

* The libraries of Bethany and Northern Baptist are a merged library with integrated staffs and collections housed on the Bethany campus.

+ The libraries of Jesuit, Lutheran, and McCormick are a joint library with integrated staffs and collections housed on the Lutheran campus.

CLUSTER WORLD MISSION INSTITUTE

The seventh annual Cluster World Mission Institute will be held March 27-April 2, 1977. The theme will be "Spiritualities for Survival: A discussion of what it means to be a Christian Today." With ecumenical and international leadership, the Institute brings together students, missionaries, pastors, administrators, and scholars to identify and address problems and concerns that are of transcultural and international import.

Institute topics in recent years have included The Role of the Missionary, Mission in One World, Evangelization and Human Development in the Third World, and From Independence to Interdependence in World Mission. A list of available publications, manuscripts, and cassette tapes related to previous Institutes may be obtained from the Cluster office.

The Cluster International Programs Committee, assisted by the Cluster International Programs Coordinator, will announce full particulars concerning the 1977 Institute upon their availability.

The Cluster World Mission Institute is an integral component in the network of resources available to assist persons to understand the mission and ministry of the church in global perspective and to communicate Christian faith in cultures and subcultures other than their own. As such, the Institute complements the Cluster Area of Concentration in Cross-Cultural Communication; the regular World Mission Studies course offerings; and various special programs planned by, with, and for international students and visiting faculty and lecturers from other nations.

CLUSTER THEOLOGICAL LANGUAGE COURSES

In addition to the courses in biblical languages listed among the regular course offerings, non-credit courses in French, German and Latin are offered through the Cluster during each quarter of the academic year as warranted by student interest. The aim of the courses is to assist students to achieve facility in reading theological literature in the respective languages. Such facility is frequently employed to fulfill language requirements for certain degree programs. A nominal fee is charged. For further information contact the Cluster office.

CENTER FOR ADVANCED STUDY IN RELIGION AND SCIENCE

Historical Background. The Center for Advanced Study in Religion and Science (CASIRAS) is an independent incorporated institution with an Advisory Board comprised of approximately one hundred internationally renowned scholars and scientists representing all major disciplines. Since 1970, CASIRAS has developed an increasingly close affiliation and effective working relationship with the Chicago Cluster of Theological Schools.

The purposes of such cooperative relationship are (1) to achieve greater integration of scientific views of the nature of humans and their enrichment with the convictions by which they make their fundamental decisions -- thereby to revitalize and universalize the long-evolved wisdom and power inherent in the religious dimension of culture -- and (2) to enrich the education of those preparing for and engaged in ministry by enabling them to participate in the processes of investigation and reflection through which such revitalization and universalization may be realized. The involvement of CASIRAS in the following endeavors reflects such purposes:

Advanced Seminar in Theology and the Sciences. The seminar was begun at Meadville/Lombard Theological School in 1965 under the direction of Ralph Wendell Burhoe, and is one of the precursors of Cluster faculty and student involvement in an interinstitutional and interdisciplinary research and development project. The seminar and related conferences have provided Cluster personnel with opportunities for small-group discussion of new insights from the sciences for understanding human nature and destiny with such internationally distinguished scientists (including some Nobel Prize winners) as: H. Stanley Bennett, J. Bronowski, Sanborn C. Brown, Donald T. Campbell, Theodosius Dobzhansky, Alfred E. Emerson, Sir John Eccles, Clifford Geertz, Benson E. Ginsburg, Garrett Hardin, Dwight J. Ingle, Aharon Katchalsky-Katzir, Hermann Joseph Muller, Michael Polanyi, Van Rensselaer Potter, C. L. Prosser, Harlow Shapley, Sol Tax, and Anthony F. C. Wallace. Many of the papers shared by such scholars in the seminar have been published in *Zygon* or elsewhere and represent keys to new breakthroughs of the wall separating religious and scientific understanding. Local and other theological faculty have also employed the seminar as a forum for presenting outstanding papers which foster pioneering understandings of a more positive relation of religion and science and which, upon publication, constitute a growing literature for such breakthroughs. The current offerings, CCTS I-570: Advanced Seminar on the Practice of Ministry in the Context of the Sciences and CCTS T-572: Advanced Seminar in Theology and the Sciences, are described on pp. 28-29, 32.

Fellows and Associates. A limited number of theologians and scientists from local as well as from West and East Coast institutions have been appointed Fellows

and Associates of CASIRAS, sometimes for a sabbatical year, where they have written papers and books with the benefit and guidance and critical review by others associated with the Center. Several ministers have also come to CASIRAS as Associates for extended periods of continuing education. Their studies have similarly led to significant papers in the field, some of which have been published.

Courses. From its inception CASIRAS has provided team-taught courses for Cluster students pursuing basic professional degrees. In 1970-71 the Center pioneered in organizing the Cluster's first year-long sequence, "Man and His Environment," which involved 12 faculty from 5 seminaries and an ecologist from a neighboring university, together with some 20 students from 5 schools. Other interinstitutionally team-taught courses have followed, and a description of the current offering, CCTS T-472: Communicating the Gospel in an Age of Science, may be found on pp. 29-30.

In addition to offering courses on the basic professional degree level, CASIRAS has been involved in thesis advising for advanced academic degrees. Moreover, from the outset CASIRAS has participated with faculties of Cluster schools in academic planning, including the development of (1) professional degree programs for students preparing for ministry and for clergy engaged in continuing education; (2) academic doctoral studies for future teachers and researchers within the framework of existing degree programs in the Cluster schools; and (3) postdoctoral programs for faculty.

Conferences and Symposia. For many years CASIRAS, together with its affiliated membership society, the Institute on Religion in an Age of Science (IRAS), has organized conferences and symposia on religion and the sciences. Among the more recent of such endeavors is a conference generated by four members of local theological faculties under the chairmanship of Philip Hefner of the Lutheran School of Theology at Chicago. Dealing with "The Human Prospect: Heilbroner's Challenge to Religion and Science," certain of the conference papers are published in *Zygon* (September, 1975). Many less formal discussions, including occasional ad hoc gatherings with other faculty and creative leaders in the field who are visiting in the Chicago area have also been arranged for students and faculty of the Cluster.

Publishing. CASIRAS and IRAS are the joint publishers of *Zygon, Journal of Religion and Science*, edited by Ralph W. Burhoe. The journal has been published at the University of Chicago Press since 1966; its editorial offices are housed with the Cluster. Communications from religious and scientific personnel indicate that this journal, whose back-issue sales have been highest among the 33 journals of the University Press, constitutes an unusually valuable resource for those concerned with the new thrust to vitalize the religious message by rejoining religious and scientific knowledge.

Guided Research and Study. CASIRAS makes available through the Cluster opportunities which are unique among American theological schools for guided research and study in the area of theology and the sciences.

For further information contact the Center for Advanced Studies in Religion and Science, 1100 East 55th Street, Chicago, Illinois 60615. Phone: (312) 667-3500, ext. 268.

Ralph Wendell Burhoe, Director

CENTER FOR STUDIES IN RELIGIOUS EDUCATION

Programs for Parish and Educational Ministry

The Center for Studies in Religious Education (CSRE) sponsors and offers:

- Supervised Internships in parish and educational ministry as alternates or supplements to the CPE experience;
- Tutorials in Educational and Pastoral Ministry
- Workshops, Retreats, and Renewal Programs for Parishes and their staffs.

Center Courses

CSRE 412 Tutorials and Guided Readings in Selected Areas

Offered in any quarter of the academic year by arrangement with the Center at the regular Cluster registration periods, and with the approval of the school of primary registration. Regular Cluster cross-registration procedures should be followed. Tuition \$150.00.

Center Internships

(All Registrations by May 31 of each year for all of the following year.)

CSRE 505 Parish Supervised Internship (PSI) Two Sessions Yearly

An internship in a Chicago or suburban parish as a regular staff member, with professional supervision by the Center, and directed toward the full exercise of the pastoral ministry. Special emphasis given to the personal, spiritual, social, liturgical, interpretive, and theological functioning of the ministry. Skills receiving attention are preaching-teaching, counseling, organizational processes, ministry with adults, peer group and staff interaction.

Applicants must be entering their third year of theology and/or be deacons. No fewer than three interns, nor more than six each session.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged during each academic quarter.

Two Sessions Yearly: August through December; January through May.

CSRE 515 Advanced Parish Supervised Internship (APSI) Two Sessions Yearly

Individually designed for and restricted to those who have had PSI, or who have had at least three years of parochial experience, or who are Doctor of Ministry candidates. Participants will function as associate supervisors for PSI as well as develop with the Center their own program for ministerial growth. Limited to two interns each session.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged during each academic quarter.

Two Sessions Yearly: August through December; January through May.

Note: Interns desiring a full year program can register for PSI and APSI.

CSRE 500 Pastoral Teacher Education (PTE) Winter-Spring Only

An internship in educational ministry with three options: 1) ADULT EDUCATION INTERNSHIP (AE): developing, promoting, and exe-

cuting models of adult education for parishes and other situations; 2) PARISH EDUCATIONAL INTERNSHIP (PE): working with a parish on the total educational program in all its aspects; 3) HIGH SCHOOL INTERNSHIP (HS): teaching and participating in the total pastoral program at a parochial high school. All three options are directed toward the practical, critical, theological, and pastoral skills called forth by educational ministry in all its dimensions, i.e., developing the Christian community, designs for educational ministry, and ministering to the needs of others.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged each quarter. For each *option* there must be no fewer than three interns, nor more than six. Open to all students who have completed one year of theological education.

One Session Annually: January through May.

CSRE 510 Advanced Pastoral Teacher Education (APTE) Winter-Spring Only
An individually designed internship for those who have had PTE or at least three years of experience in parish or school educational ministry. Entails supervisory training and specialized opportunities for career development.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged each quarter. Limited to two interns.

One Session Yearly: January through May.

PTE and PSI include intensive ministerial involvement, log book maintenance, full cooperative supervision, special seminars with competent experts in various areas, peer and staff interaction, personal counseling, emphasis on transferability of skills, individualized readings, and rigorous theological pastoral reflection throughout the entire program. Arrangements to take PSI or PTE are made with the Center by May 31, and require regular cross-registration procedures. Acceptance to the programs is contingent on fulfillment of all requirements, an interview with the Center, approval by the Center and the school of primary registration, and the payment of a registration fee of \$100.00. If accepted, this fee is not refundable, but is included in the total tuition. Tuition for PTE or PSI and the advanced programs is \$450.00. Some schools and parishes will provide a supporting stipend if there is need.

For more detailed information and descriptive brochures, write or call: Center for Studies in Religious Education, 1100 East 55th Street, Chicago, Illinois 60615. Phone: (312) 268-8766 or 324-9200.

Paul J. Wierenga, O.P., Director and Supervisor
Eugene A. Mainelli, O.P., Supervisor

INSTITUTE ON THE CHURCH IN URBAN-INDUSTRIAL SOCIETY

The Institute on the Church in Urban-Industrial Society (ICUIS), based at McCormick Theological Seminary, was established in 1966 by the Presbyterian Institute of Industrial Relations in cooperation with the Advisory Group on Urban and Industrial Mission, Commission on World Mission and Evangelism, World Council of Churches. While retaining these historic relationships, during 1975 ICUIS has become located with the Chicago Cluster of Theological Schools and has established relationships with a wider range of American denominations.

The Advisory Group on Urban and Industrial Mission, W.C.C., "recognized the Institute on the Church in Urban-Industrial Society as the one centre mandated by it to provide information and consultation on training facilities for urban and industrial ministries as well as an international reference centre for literature and programme information in this field." In line with this mandate ICUIS performs a variety of data-collecting functions.

As a center for the gathering of information, ICUIS provides an information bank which draws upon a continuing flow of case studies, project reports, articles, correspondence, books and other materials coming out of the church's involvement in the issues of urbanization, technological change, international justice and human development. This material is selected, annotated, indexed and distributed among a world-wide network in a monthly *Abstract Service* and a quarterly *Notes on Urban-Industrial Mission*. Any of the more than 3,000 items in the ICUIS files, which are cross-indexed topically and geographically, can be retrieved upon request. Retrieval is facilitated by a regular Quarterly Index to the *Abstract Service*. The ICUIS information system is backed up by over 100 file drawers of materials on issues, projects and studies on urban-industrial mission.

Other resources currently being organized by ICUIS are a library of over 4000 color slides on the church's role in the development of people world-wide and a switchboard for speakers and other resources for programs on the internationalization of mission.

Besides linking people engaged in the church's world-wide urban-industrial mission through information exchange, the resources of ICUIS have been used as models of involvement by those engaged in urban-industrial and metropolitan mission programs around the world;

as teaching material by seminary and college professors in courses on church and society, the theology of mission, metropolitan and regional development, technology and culture, and in continuing education and action training programs;

as research material for students in courses or projects related to the church's involvement in societal issues;

as a program resource by women's associations, couples' clubs, and young adult groups on issues related to the international dimensions of urbanization and technological change;

as the basis for mission institutes and orientation programs for those going overseas or for those returning from overseas assignments and for overseas persons assigned to ICUIS for periods of specialized study and action;

as the basis for preparing bibliographies and program materials for special program emphases of church agencies.

The resources of ICUIS are available to church agencies and local churches through the *Abstract Service* and other publications of ICUIS which provide up-to-date information on the international dimensions of the church's urban-industrial mission;

through the indexed material and the background files which provide program resources on the issues of metropolitan and technological change world-wide;

through consultation services to help plan institutes, seminars and conferences on the issues and the action involved in the internationalization of mission;

through orientation programs for people going overseas in the service of the church or of secular agencies, and week-end seminars for local churches.

Ministers in Industry Program

Ministers in Industry has for many years been a consciousness-raising and experience-expanding summer work-seminar program aimed at putting seminary students in touch with life in industry. During the summer of 1977, the eight-week program will deal with "The Work Ethic in Contemporary America." The program's main purpose will be to focus students' attention on the ethos created by U.S. technology and the American productive system.

Students will be employed as wage earners in factories during the day, and will participate in a 3-hour seminar two evenings each week. The seminar portion of the program will deal with the political, social, ethnic, racial, and economic attitudes of the blue collar worker; with on-the-job problems; with generational and cultural conflicts; with the effectiveness of the trade unions in democratizing the industrial process; and with each of these issues as it relates to theological questions.

Students will be oriented to a series of issues which will facilitate understanding and analysis of their own participation in the work process and which will serve as bases for the several seminar sessions. Content of the seminar discussions will be provided by observations and reflections stemming from students' respective work situations and by preparatory readings in which the participants will engage. Each participant is expected to concentrate his or her attention on a given area of industrial experience, as reflected in the major issues noted above, and to prepare a paper on this particular issue.

The seminar sessions will be led by Prof. Poethig, who will provide an outline and content analysis of each issue; each student will speak to the issue which he or she has chosen, reflecting on what has been learned in the work experience and in the readings. Where needed, outside expertise will also be drawn in.

Students should plan to begin their summer employment by June 6, 1977, or as soon thereafter as possible. The orientation session will be held during the week beginning June 6, and the final seminar will be held during the week ending August 5. Students who desire may continue their jobs beyond the conclusion of the seminar. An optional debriefing session will be held September 6, and all papers will be due no later than August 31. Evaluation will be based upon seminar performance, the paper, and work performance (in consultation with the labor relations or personnel department of the factory in which the student has worked).

Enrollment is open to students who have completed one year of study at any accredited theological seminary. While the program is offered for 4 quarter hours credit, additional academic and/or clinical credit may be negotiated. Tuition for the program is payable to McCormick Theological Seminary at its regular rate for the number of credit hours sought. Applications for admission may be obtained in the office of the dean or registrar at each Cluster school or from ICUIS, and should be submitted to ICUIS by May 1, 1977.

For further information, write or phone: Institute on the Church in Urban-

Industrial Society, 5700 S. Woodlawn Avenue, Chicago, Illinois 60637. Phone: (312) 643-7111.

Richard P. Poethig, Director
Bobbi Wells Hargleroad, Documentation Director
Mary J. Kirklin, Administrative Assistant

CHICAGO THEOLOGICAL INSTITUTE

The Chicago Cluster of Theological Schools enjoys a cordial and fruitful working relationship with the Chicago Theological Institute (CTI), which is a consortium of five theological schools located in the northern metropolitan area of the city. The member institutions of CTI are Garrett-Evangelical Theological Seminary (United Methodist), North Park Theological Seminary (Evangelical Covenant), Seabury-Western Theological Seminary (Episcopal), Trinity Evangelical Divinity School (Evangelical Free), and St. Mary of the Lake Seminary (Roman Catholic), an associate member. Each of these five institutions embodies a unique theological tradition or denominational affiliation which complements and enriches those represented among the nine schools of the Cluster.

By common agreement between the two consortia students other than those pursuing academic doctorates in each member school enjoy tuition-free cross-registration privileges in all other member schools. Most Cluster students thus have broad functional access without additional fees to significant curricular resources in fourteen theological schools which collectively represent a richness and diversity of ecumenical perspectives and theological traditions unduplicated in any other local setting.

The procedures for cross-registering into CTI schools are identical to those for cross-registering into Cluster schools. Information regarding CTI course descriptions and schedules is available in the office of the dean and registrar at each Cluster school. Such information may also be obtained from the office of the dean or registrar of the respective CTI schools:

Garrett-Evangelical Theological Seminary
2121 Sheridan Road
Evanston, Illinois 60201
273-2511

St. Mary of the Lake Seminary
Mundelein, Illinois 60060
566-6401

North Park Theological Seminary
5125 North Spaulding Avenue
Chicago, Illinois 60625
583-2700

Trinity Evangelical Divinity School
2045 Half Day Road
Deerfield, Illinois 60015
945-6700

Seabury-Western Theological Seminary
2122 Sheridan Road
Evanston, Illinois 60201
328-9300

CHICAGO AREA COLLEGES AND UNIVERSITIES

In addition to certain informal cooperative agreements which the Chicago Cluster of Theological Schools and its member institutions enjoy with various colleges and universities in the metropolitan area, one or more Cluster schools enjoy formal relationships with various local institutions of higher education. Through such relationships students at the respective seminaries enjoy correspon-

dingly expanded and enriched educational offerings as well as a variety of significant benefits which may include participation in joint-degree programs; tuition reduction for course work; library privileges; and access to health services, cultural activities, and recreation facilities.

The local colleges and universities with whom the respective Cluster schools enjoy such relationships are the following:

DePaul University (DIT)

Loyola University (JSTC, MTS)

University of Chicago (CTS, CTU, JSTC, LSTC, M/L, MTS)

University of Illinois at Chicago Circle (MTS)

George Williams College (NBTS)

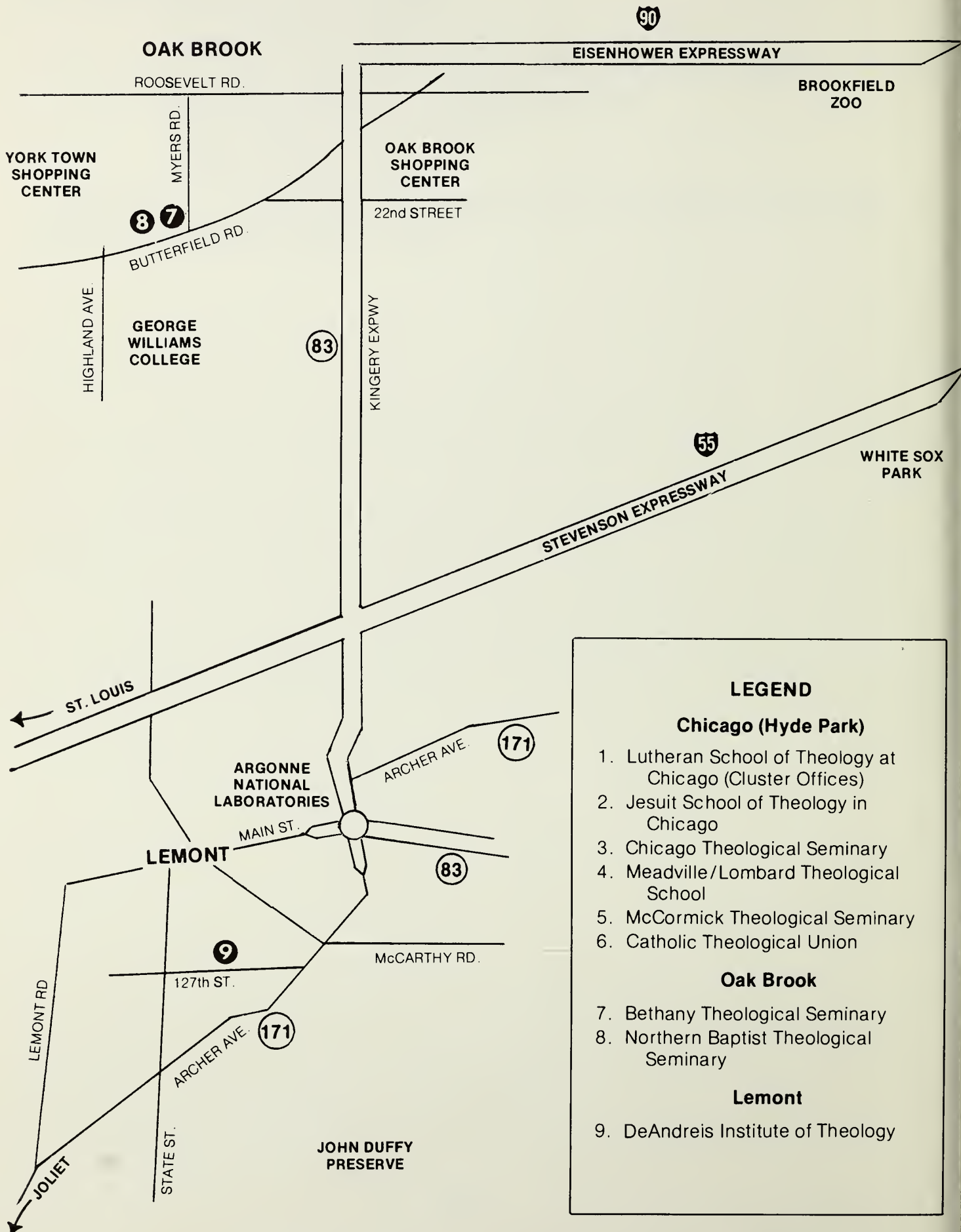
Rosary College (MTS)

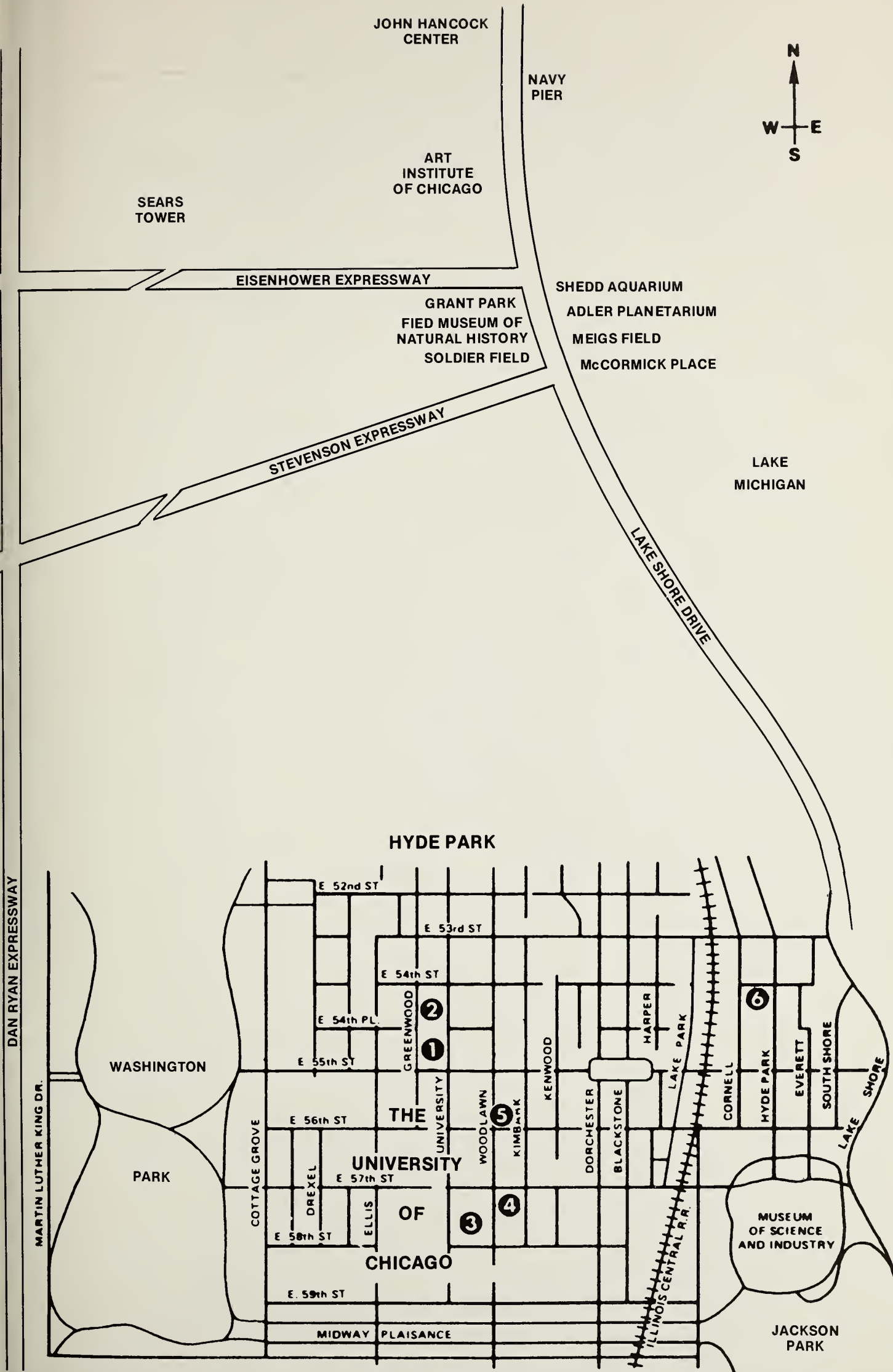
Wheaton College (NBTS)

Full particulars on these several relationships may be obtained by consulting the catalogs of the respective Cluster schools.



the chicago cluster of theological schools







**1100 East 55th Street
Chicago, Illinois 60615
(312) 667-3500**